Interview with Ellyn Bartges
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Interviewer: Mark R. DePue

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DePue: Today is Thursday, December 10, 2009. My name is Mark DePue, the Director of Oral History at the Abraham Lincoln Presidential Library and I am in Macomb today talking to Ellyn Bartges. Good morning.

Bartges: Good morning.

DePue: Tell us exactly where we are in Macomb.

Bartges: Literally we're in the Leslie F. Malpass Library—up on the fifth floor in the quiet room where we can talk uninterrupted—on Western Illinois University's campus.

DePue: Why are we here Ellyn?

Bartges: We're here to discuss an oral history collection that I created as part of my Master's program on Illinois High School Girls' basketball.

DePue: Tell us what your position is here at the University.

Bartges: I am currently an Assistant Equal Opportunity Officer, and it's part of the President's Office. I do a variety of things that you would expect from an Affirmative Action Officer. I monitor hiring, handle complaints, do investigations, and provide resources and training, those kinds of things.

DePue: And I understand you are not long for these parts?

Bartges: No, I'm not. We are moving to St. Cloud, Minnesota. I have accepted a Director position at St. Cloud State University in their Equity and Affirmative Action Office. I start January 5th of 2010, so not too many days from now.

DePue: Excellent. The reason I wanted to do this interview is because you and I first encountered each other at the Oral History Association conference down in Louisville, Kentucky, and you made a presentation about a series of interviews you conducted. If we could be the archive for that collection of interviews, that would be great, but I thought it would be very useful to anybody who is approaching that collection to know a little bit about yourself, why you got into that in the first place and your reflections on it as well. So I know that you're going to be doing more with that in terms of publications, I would think, down the road. We want to hear your impressions of that firsthand but it's going to take us a while to get to that part of the story. So let's start where I always start. When and where were you born?

Bartges: I was born in LaGrange, Illinois, a Sunday, on January 24, 1960.

DePue: Okay. And did you grow up in LaGrange?

Bartges: No, I grew up in Hinsdale, Illinois which is the town one or two over from LaGrange.

DePue: What were your parents doing for a living?

Bartges: My mother was a speech pathologist and she was also the Director of Admissions at the Avery Cooley School in Downers Grove, which is a private school for gifted children. My father worked with a large orthopedic group up on the north side of Chicago, the Strauss Surgical Group. His graduate degree was in physical therapy from the University of Iowa but he probably did what would today be called a physician's assistant, long before that ever even came to be.

DePue: Something of a pioneer in that field?

Bartges: Very much so I think. I'm not exactly sure. He did a lot of different things. He did cast work. They let him work in surgery. They let him do a lot of stuff, such as, he took histories and worked up patients. Some of the same stuff that these people do now but it certainly wasn't called that. I don't know that he ever had a title.

DePue: Okay. Did you have any siblings?

Bartges: I have one brother, Kurt Bartges. He is two and a half years older than me. And he lives in Ramsey, Minnesota.

DePue: Okay. What was it like growing up in the Bartges family?

Bartges: It was very competitive (laugh). Even though my Mom never played sports, she was always pretty game to try things, usually to her detriment. I can remember one time I wanted to play catch and my brother wasn't around and my Dad wasn't around. She said she would play with me. I didn't think about using a baseball; I just assumed everybody could catch. I could catch. I had been taught how to do those things and my Mom put my Dad's mitt on and the ball hit her right in the face. She didn't know how to use the mitt. That was a very short lived game of catch. But we're very competitive, you know, cards … everything was kill or be killed. There was not a lot of mercy, so my parents didn't let us win at things. My Dad was a collegiate football player. He was the quarterback and the punter at the West Virginia University and played baseball. He was drafted by the Dodgers and the Pirates and one of his funniest stories was when he went to Dodger training camp …

DePue: What was his name?

Bartges: Kent Bartges.

DePue: Okay. Go ahead.

Bartges: He was a first baseman—he's a lefty – and he went to Dodgers training camp. The first day he got hit with a line drive in the face and had all of his front teeth knocked out. He said the trainer came out with a bucket, swished his teeth around—you know, picked them out of the dirt—swished his teeth around in the bucket and jammed them back up into his face. His teeth were fine. I mean he was in his fifties before he needed dentures or whatever you call them, bridges. But at that point he decided he'd better go back to school, which was probably a good idea.

DePue: You mean he didn't spend much time in the pros?

Bartges: No. (laugh)

DePue: After that, that was the end of it?

Bartges: That was enough for him. I don't remember who he said hit the ball, but he said he really got plastered and he realized he didn't have the reactions he needed to survive at that distance. So, you know, he was very much about exposing us to sports. Whether it was outdoor sports, athletics – you know, there's a difference between sports and athletics – and he wanted us to be competitive. I mean he came from a generation that felt that competitiveness was what made Americans great and he still believes that.

DePue: Was he ever in the military?

Bartges: No. He was 4F'd for the Korean War.

DePue: Okay. You talk about how competitive you all were. I have this vision of your Dad in the backyard throwing the ball to you.

Bartges: That's a good vision except his perception of girls in sports – he was willing to let me play around but he wasn't interested in training me. So, not like you see Dads today that are really invested in their daughters and they go and do the softball circuit or do the summer basketball AAU [Amateur Athletic Union] thing. I was a retriever, because my Dad was a kicker. He wanted my brother to be a kicker and so I always got to shag balls or be the catcher, you know. If Dad was throwing to Kurt, I had to play catcher and get the ball back to him so that Kurt could have hitting practice. So it was sort of a crude batting cage. My reward was always—say in batting practice I would get five pitches at the end when Kurt was done and they were ready to go—my Dad says Okay, you get five pitches. It doesn't matter where they are or how bad they are or anything else. If you hit them, you hit them. If you look at it, that's one of your pitches. So I learned very young how to hit. I could get my bat on anything and when I was coaching, my players used to try and make me miss a ball. But I can get my bat on just about anything.

And the same with kicking. I loved to kick a football, loved it. And I got three kicks and it was the last three because my brother would kick the balls and I would be out shagging them, you know, fifty yards away and then instead of running them back or throwing them back, I was allowed to kick them. I could kick them back to my Dad and my brother. But that was his idea of me being athletic. We grew up swimming competitively and that was acceptable for girls.

DePue: Okay.

Bartges: And that was okay but that wasn't something that we did as a family.

DePue: Was Kurt very athletic as well?

Bartges: Not like my Dad, not up to my Dad's standards; I know he always struggled with it. He tried.

DePue: He being Kurt, or he being your Dad?

Bartges: Both of them actually. My Dad expected Kurt to be a better athlete than he was because he had better access to healthcare. He had better access to food. I mean, my Dad grew up in the Depression and so he used to talk about the food that they used to have. And my brother is a big guy. My Mom's Dad was huge – six four – and my brother is big. He's six four. So my Dad saw him, big kid, he thought, Wow, you know, he could do something. And we were both ambidextrous. But Kurt, he didn't have that killer instinct. He still doesn't. And his kids are like that. I talk to him about his own kids. He says, I don't want to expose them to that, what we were exposed to. So, it was a very negative kind of competitiveness for him.

DePue: Did you resent the fact that Kurt was getting a lot more attention in that respect than you were?

Bartges: I don't think I would put it that way at that point in time. I wouldn't put it that way now. I think that I tried very hard to take advantage of what little opportunity existed for me. So if my Dad said I had five pitches, I was going to make sure I hit all five of them to show him that I could do it. And if I could kick three balls, then I was going to kick them farther than what my brother kicked them. So, it wasn't really so much about my Dad. It was about competition between my brother and I. Always has been.

DePue: So there was tension there?

Bartges: I suppose. I don't know that I viewed it that way.

DePue: A typical sibling rivalry?

Bartges: No, my brother and I were very close. To me there was no rivalry. To have a rivalry you have to have competition; from my perspective, I didn't view him as competition.

DePue: Why not?

Bartges: Because I was better than him.

DePue: Did your Dad acknowledge that you were a better athlete?

Bartges: Not in those words. Maybe down the pike he did because I went on to be involved at a much different level of sport than my brother was. My Dad became very involved in my sport when I was in high school because I played on some successful teams and I was a ranked tennis player. I think my Dad had a different appreciation for that but he never, even to this day, has lost the perception that, Well, it's still just for girls. He's very much a product of his era in that respect.

DePue: Okay. I lost the thread here that I was pursuing but let's talk about what you did in high school then. Obviously you were in sports in high school.

Bartges: Yeah, but that was my first exposure to organized sports. I was a freshman in 1974. I'm a Title IX child really. Title IX was passed in June of 1972. It's not implemented nationally—all the paperwork isn't really done for at least five or six years—but I'm a freshman in 1974 in suburban Chicago so they were ahead of the curve in Illinois, the suburban Chicago schools were. When you get downstate, you didn't start to see organized sports until 1976, '75, '76, '77. In Chicago, they started in '73. As soon as Title IX was passed some of these big schools said, Hey, okay, we're going to add interscholastic sports for girls.

DePue: Were you conscious that Title IX had just passed? Did you know what that was?

Bartges: I did, actually. Most people would say that's ridiculous; you were twelve. But I was. My Mom was very astute and she was very tuned in to what was going on politically and we talked about those things. My partner laughs at me because I can remember as an eight year old in 1968 having conversations with people about Humphrey – Nixon. So I think it kind of just goes to the fact that I'm a historian. I just have that kind of personality and my mother was that way too. But the sport thing: I was aware of Title IX. I wasn't sure, I didn't understand the legalities. All I knew was now, instead of being told, "No, you can't play because you are a girl," which I ran in to repeatedly in my younger days, now I knew that I was going to be able to play but I didn't know what the scope of that meant.

DePue: I'm going to read, very briefly, what the essence of the law states and then let you explain in more detail. We'll take kind of an aside here to flesh out what Title IX was and is, because it's so important to the rest of our discussion today. So here's basically what the law says "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Bartges: It's so simple, so eloquent. I mean it can still almost bring tears to my eyes.

DePue: Wow. Why?

Bartges: My life has been guided by those sixty-four words, **thirty-five**, I can't remember exactly. Everything that I've done, personally from a sporting perspective and professionally, has been guided by that.

DePue: Okay. That was the opening of the door, the opportunity.

Bartges: That's exactly what it was and when you listen to the interviews of the women and the two men also that I interviewed in my twenty-six interviews, almost without exception—almost, I say, because there is one for sure—you will hear the people talk about throwing open the door, opening a gate, turning on a light. There's a lot of different phraseologies, but it all amounts to the same thing that this was – I think Charlotte West put it best, or maybe Chris Voelz—"Next to the nineteenth amendment, this is the single most important piece of legislation affecting women in the United States in the twentieth century."

DePue: And that's not how most people perceive it, is it?

Bartges: No. And that really resonates with me because, as I said, I come from a family that was very politically opinionated. My Mom was a Republican and my Dad's a Democrat. I mean they used to fight about stuff and so I grew up with that. (laugh) I was a very vociferous reader and interested in all these things, so

that when I participated in them, I recognized those points. Of all the lessons my mother would teach me, and my grandmother too, the one that was always most clearly defined was the right to vote. That's why this comes into Title IX, because if the right to vote was the most important piece of legislation affecting women in this country, then Title IX is the second most. You know, that's why it's important. My mother, from the time I was, well, talking Nixon - Humphrey in 1968 as an eight year old, political awareness started young in our family. You went to college and you voted and if you were a woman you better… You know, in Chicago you would vote twice, but, you'd better be voting—the old joke. There was no excuse, because my mother and her sisters were the first females in her family, a family that has been here since 1634, who were born with the right to vote. And that's a message that was very clearly sent. I never miss a chance to vote.

DePue: You hadn't mentioned your mother's name.

Bartges: My mom's name was Sandra Sechler Bartges.

DePue: Sandra. How do you spell her maiden name?

Bartges: S-e-c-h-l-e-r.

DePue: And you said her family had been here for centuries?

Bartges: Yeah.

DePue: Do you know the story of how they came to the United States?

Bartges: On a boat (laugh).

DePue: That's about it, huh?

Bartges: It's a long story. I don't know that this is an appropriate setting for that.

DePue: Okay. You talked a lot about your parents. I'm curious: who would you say had the most influence on you growing up?

Bartges: That's a hard question. Really, I think there's an equal amount of influence. There's good and bad influence. I'm really a pretty even blend of my parents. My mother was not a "kill or be killed" kind of person. She was a little more cerebral than that, but she was competitive in her own way. She was about intellectual competition. But, I have to say, my father is an alcoholic and that influenced his interactions with the kids. It was one of those things that you never knew day-to-day what you would be faced with. Was it the Dad that says, "Come on, we're going to go fishing and I want to show you how to do this or how to do that." Or is it going to be the Dad that rolls you out of bed at twelve-thirty at night and says, "Your room is a mess, clean it up." You know, there was no way to judge that. So you were always kind of on edge. But I think as a

result of that I probably learned how to defend myself pretty young and I think my brother took the brunt of that because he was older and he had different sets of expectations from my Dad, if nothing else just because he was male.

DePue: So a lot of pressure on your brother to be good, to succeed?

Bartges: Oh yeah. My brother is a very different personality than I am. He was much more compliant. My Mom taught, so she said, "Okay, if you kids get there before I do, you sit on the front porch, I'll be there within ten minutes," because that's how their schedules were. My brother would sit there faithfully. Me, Wow, Mom's not home, I'm gone.

DePue: This is the question I wanted to ask about you and your brother before. You clearly had a stronger competitive drive than your brother; that's what you've been telling us. Were you more athletically gifted as well?

Bartges: I would say yes. I don't know if he would say that. I think if he was honest he would. He was a very good swimmer and he was a good tennis player. But those weren't necessarily sports that my Dad thought were good men's sports.

DePue: Football, baseball.

Bartges: Football, baseball, basketball. Those were the sports that Dad played and Kurt could have cared less about basketball. He played football at the high school level but he hated it. He was miserable. I used to just be pained for him. You know, he would come home and there was no way he could quit.

DePue: Because of your Dad?

Bartges: Because of my Dad. My Dad would call the coach up and he would be drunk and he would just bitch that man out about what he was doing. Dad was an authority on football because he had played at a different level and here's this guy who, in my Dad's eyes, didn't know his butt from a hole in the ground when it came to coaching football. So, it was hard for Kurt.

DePue: What position did he play?

Bartges: He was a punter and—let's see, he had an eighty number—so he would have been a tight end.

DePue: Okay. Tell us a little bit about what you did in high school as far as extracurricular activities.

Bartges: When I was a freshman, I had never played anything organized, like team sports. I swam competitively as a younger child because swimming in Hinsdale, those two things are synonymous. But when I got to high school and there were all these choices, it's like, Wow.

DePue: Because of Title IX?

Bartges: Because of Title IX. There are no two ways about that. Fall of '74 I tried out for tennis and I made it. Anything … it kind of goes back to the baseball, being able to hit anything. What's a racket? It's a baseball bat with a bigger head so how do you not hit a tennis ball? So I played tennis at South for four years on the varsity. I played varsity my entire career; in every sport that I played I never played junior varsity anything. I was a doubles player, was a conference champion. Like I said, I was a ranked tennis player in the state of Illinois. I think my worse loss came when I played Andrea Jaeger in a tournament up in – I want to say Winnetka – and that was a surgical excision and she was about – I'm thinking she was maybe two years younger than me – but, you know, she went on to a pretty short-lived but effective professional career. She was a good player. So I was competing at that kind of level with tennis and my brother played high school tennis. I was with a group of people that went from sport to sport to sport. And you don't see it as much anymore. I was a four sport athlete. You just barely see that. You just don't see it anymore because coaches demand that you dedicate yourself to one sport. Instead of being jack of all trades, master of none, we're going to make you a master of this. Philosophically, I struggle with that. I played basketball and we had a very successful basketball program. I was trying to think what sports I played. The seasons were different then. Basketball was in the spring, so I played two sports in the spring. I did track and field and then softball and then basketball overlapped a little bit. So in the fall I only played tennis, but tennis went kind of late then. We sometimes went in to November for state tournament and stuff. But those were the four sports that I played.

DePue: The coaches were allowing you to kind of overlap these seasons a little bit?

Bartges: Oh yeah. The coaches of these teams were all physical educators. There was – I'm trying to think of the coaches that I had – most of them were younger so they had a different philosophy than some of the older women in physical education. That's one of the major themes that I'm working on for my Ph.D. at the University of Illinois in sport history. One of the themes is part of the foundation of the work that I'll do with my dissertation. But, these younger women that were coming out of schools out of Illinois and Illinois State and schools all over the country really, had a different competitive experience than the older women who had graduated from college in the '40s and '50s and moved in to physical education as a means to provide movement but they were not necessarily in favor of competitive sport.

DePue: It sounds like all of your coaches, or most of them, were women.

Bartges: They all were women. Men weren't permitted to coach girls when I first started at the high school level. My senior year …

DePue: And is that an Illinois policy or is that Hinsdale's policy?

Bartges: That was an Illinois policy. It was the IHSA – the Illinois High School Association. It's housed out of Bloomington - Normal.

DePue: Okay.

Bartges: When Title IX came about, the women that pushed to have – and these are the women that I did my interviews with – these women that were refs and administrators and coaches—through the state physical education association, basically had control of how they wanted athletics run. Some of them were some of the younger ones like my coaches that said, "We want competitive athletics that is similar to the male model" which is a common phrase – the male model of sport – as opposed to the traditional, classic physical education model where you had GAA days and play days and sport days that were not competitive experiences of teams facing each other from other schools.

DePue: GAA?

Bartges: Girls Athletic Association.

DePue: Okay.

Bartges: That was the predecessor to organized interscholastic sports and that's not just an Illinois thing. That would have been nationwide, you had GAA.

DePue: I apologize for being dense but I'm not sure I understand the distinction. Could you lay that out again for us?

Bartges: Yeah, I get fuzzy with some of it because … GAA was a way to sort of compete within the school. Let's say you had an archery tournament. There was also something that was called a postal tournament here in Illinois. I don't know if other states did it or not. But the GAA – if you had an archery tournament in your school – so Hinsdale South had an archery tournament for all the girls and they might be divided up by classes, so freshman, sophomore, junior, senior, or they might be a combination of classes of freshman, sophomore, junior, senior or any mix that would compete against each other based on total points. So in an archery competition—and it's been a long time since I've done archery—you just don't even see it anymore, you would have – let's say there are a thousand points possible and you had a team or an individual that scored nine hundred and ninety. You would record that score. The physical education teacher would certify it and then send it in as part of the postal tournament. Schools all over the state would send their scores in and then you would have a winner or a group of people who were ranked the highest. That pre-dates me. I did not participate in that kind of competition but a lot of the people that I talked with in my interviews and a lot of the people who were involved in bringing competitive sport to Illinois, experienced that kind of competition and they did not like it. They thought it was ridiculous.

DePue: Competition without actually even meeting each other in the process.

Bartges: Yeah. You could do it with individual sports like swimming. You would have that same kind of a thing. You would do swimming and you would send in times. So, it's kind of like early cyber competition, you know, you don't have to be there. It's a different model. Sport days, play days, those things – and I struggle a little bit, I should be better at this given my background – but play days were something that you would have and if you listened to almost all of the interviews, I ask them about play days and sport days. Play days might be where you would go and you would have five schools, or four schools come in. For example, you would have Hinsdale South, Hinsdale Central, Downers [Grove] South and Downers [Grove] North. Bring all those four schools together for a basketball event. Take all the girls from those four schools, mix them up and then let them play each other. So, Hinsdale South didn't play Downers South and Hinsdale Central didn't play Downers North. You had all of these people mixed up into different teams and they might name the teams – it's kind of like around here with the little girls' softball league, they have names like the Peaches and the Plums and they would label these teams. Okay the Peaches are going to play the Plums or the Daises are going to play the Roses.

DePue: It almost feels like a YMCA league or something like that.

Bartges: Yeah, I don't know much about YMCA,

DePue: Okay.

Bartges: But, this was one way of competing. And then when you got into – and I can't remember if they are called sport days or not – and you would have this kind of experience at the collegiate level, a play day. When they got into, I think it was sport days, then you start to see a transition so that Hinsdale South played Downers South, or Illinois State or U of I played Southern Illinois University. You know, they would play other teams with their teams intact. One of the things that I was interested in is how quickly after Title IX did you see a change from these play days into sport days where there was a competitive situation. Usually they had tournaments for monetary reasons that you would have schools from neighboring areas play each other. They actually had a state championship at the collegiate level where you would have all the schools from the state that had women's basketball teams come together and they would do a round robin tournament. They tried to centrally locate those things so that people could meet in the middle and expenses would be minimal. I experienced this myself when I was at Iowa State. I played tennis at Iowa State, and if you listen to the stories on the tapes, it's hard for people who, especially women who are now playing sports or men who witnessed women's sports as they exist now, to think of piling seven people into a station wagon, with all of your equipment, and driving four hours to a competition. Pile out of the car. Go play your game or your match or your meet. Eat a sack lunch that you got at the dorm before you left town to go to the competition and, by the way, you paid for it because it was part of your meal plan. Then you get in the car and drive

back four hours and be in class the next day. Never stay overnight. Not have money for meals or very limited funds for that kind of thing. Nowadays that would be laughable, but that was the experience.

DePue: Is this the experience prior to Title IX and that change was imposed?

Bartges: No, this is the experience post - Title IX. The money didn't really start to come into play until early '80s. (It happened pre-Title IX too, but after Title IX was signed into law it took time to implement.)

DePue: Okay. I have one specific question about Title IX, because at the very end of that phrase it's talking about these are programs that receive federal financial assistance. Well, I don't think that's going on at a high school level or even a lot of these colleges, was it?

Bartges: Oh yeah. Name me a high school, a public high school, that doesn't get money from the feds or the state.

DePue: Well certainly from the state.

Bartges: And the state gets money from the federal government for their school programs so it was "voila," the line was drawn. The dots were connected.

DePue: Then once this law passes in 1972, what's the implication that's going on in your typical high school in Illinois? In the sports program?

Bartges: Well, first you have to understand that Title IX was not passed as an athletics act. Title IX is an educational act. It was designed to provide access to educational opportunities for women that previously didn't exist. Law school, med school, mathematics, science, shop at the high school level. I was told I couldn't take shop because I was a girl. And that was after Title IX. I didn't really want to take shop; I wanted to take woodworking. But, no, I couldn't do that. And they still told me that. So Title IX is commonly—the perception is wrong—that this is an athletics act. The people who crafted this – Patsy Mink, [Congresswoman Patsy T. Mink] Edith Green, [Congresswoman Edith Louise Starrett Green], [U.S. Senator] Birch Bayh, particularly Bayh and Mink…. I had the opportunity to meet Birch Bayh a couple of times and the same thing happened to me the first time I met him as happened to me today here when you read that. I mean I was verklempt. I was like a babbling idiot. I wanted to thank him for what he had done because what he did impacted my life. He doesn't know me but what he did impacted me so much. Bayh and his wife were like college sweethearts and decided they wanted to be lawyers. They were going to go to law school. Well, she applied to—I think he said—ten or twelve law schools. She had higher test scores, better grades, everything better than him. She got accepted to none and he was accepted to all the schools that he applied to. He said he could never understand that. Mink is the same way. She applied to schools and didn't get in when males were being accepted from her class that didn't have the same educational qualifications as she did. So

there was a motivation for these people to look at education, and Title IX is the reason why you see so many women veterinarians, so many women physicians, so many women faculty members and so many other things. Without that law, we would not be where we are educationally. It did not take long for the people who were in higher education to say, "Hey, we can make this work for athletics. All these male sport programs are getting money from appropriated funds, so why aren't we?" If that government appropriated money is enabling them to do these things athletically then we should be able to do it too because of Title IX. It didn't take long at all. And when you think about it, I don't know how well versed you are in the language of civil rights but the Civil Rights Act of 1964 – you could almost substitute word-for-word *race* for the word *sex* or *gender* in that language. And that's intentional.

DePue: Okay, so it expands the boundaries of our understanding of what civil rights is then.

Bartges: Very much so.

DePue: My understanding of the impact of Title IX—you can correct me when I'm wrong here—is that after Title IX, school districts say, Okay, we have to have a lot more opportunities for women. Technically, it requires an equal number of opportunities for men and women in these sports. And so you have things like basketball and tennis and golf and swimming and lots of other opportunities that maybe weren't there before or at least weren't there to the same extent. Would that be a correct observation?

Bartges: More or less. There were sports that were more acceptable for girls and women than others. Primarily individual sports such as swimming, gymnastics, tennis, archery, golf. Those things were sports – not all of them, but in that genre of sport – that the people competed in in the state of Illinois prior to Title IX. So, at the collegiate level, I think there was a collegiate golf championship in 1969 that Southern Illinois University won. I might be wrong on the year but it was right in that neck of the woods – '69 to '72, somewhere in there. It didn't get a lot of run because the media was not really tuned in to women's sports and certainly the LPGA was founded in the '50s, maybe late '40s, and so there was precedent for women competing in those kinds of sports. Team sports were a different matter and one of the premises of what I did with my basketball interviews or collection was, I wanted to know why this team sport, in particular, basketball, was so late to be added at so many schools. There's a lot of factors that go into that. You look at gym space. You drive along to all these pin-dot little towns in the state of Illinois, which are all over the place south of the collar counties around Chicago, and there is only one gym. How does an administrator decide who is going to get gym time or what coach is going to give up their gym time because the girls now are supposed to have equal gym time? It was not equal and I'll say that from my own experience. They tried to provide the opportunity to compete within the constructs of minimal impact on their male programs.

DePue: Easier to adopt something like soccer where you don't have that restriction of the facility?

Bartges: Soccer didn't exist in my frame.

DePue: Okay, so that came later. Volleyball would be much the same kind of equation though, because you are talking about gym space again.

Bartges: Yeah, but volleyball for whatever reason, was more accepted and volleyball was added before basketball. For me personally, I think it was viewed as more of a girlie sport, more acceptable than basketball because boys didn't play volleyball.

DePue: How about softball?

Bartges: Softball didn't come until much later. I think the first year for softball was 1977 at Hinsdale South.

DePue: Okay.

Bartges: So, again, you have that spread. Part of that was because school districts had to figure out a way to allocate their funds. Part of it was because Title IX may have been passed in 1972 but you had a great deal of pressure to try and overturn it. The Tower Amendment, the Javits Amendment, those things were in process. This was not a done deal in 1972. Wow, here we are, isn't this great. No. The NCAA, which has a powerful lobby, was against it and most of the state associations were against it as well and certainly in Illinois, the Illinois High School Athletic Association, the IHSA, was not a strong proponent for girls competitive interscholastic sports. You can listen to four hours of Ola Bundy. I talked to Ola Bundy for a long time, and she was very… Unfortunately, she died shortly after I interviewed her[1].

(Bartges added this note after reading the transcription and the footnote.)

Ola or her friends worked very hard to shape the narrative of her legacy. She did great things for track & field, but was limited in what she could achieve as the sole female—or one of two—in the powerful IHSA. Her obit is an e.g. of shaping the conversation.

[1] Ola Bundy (1935-2006) taught high school before joining the Illinois High School Association (IHSA) in 1967, starting as the Girls Athletic Association administrator. Ms. Bundy was instrumental in organizing interscholastic competition for girls. When Title IX passed in 1972, Ms. Bundy worked diligently to help schools comply with the letter and spirit of the law. It was often the force of her personality that convinced high school administrators to give girls athletics a fair chance. Ms. Bundy received many honors and awards for her national leadership in the rise of girls' interscholastic athletic programs. Source: Bloomington Pantagraph, *Obituaries*, Feb. 21, 2006; Illinois High School Association *The Ola Bundy Scholarship*, http://www.ihsa.org/initiatives/bundy/ (accessed September 3, 2010).

Her perception of girls' high school sport in the interviews is very different than the perception of high school sport and sports in general of other people, key individuals that you have access to in these interviews. You'll listen to a very reserved group of people – they are very polite – that say, "Well, things were not as fast as they should have been," or there were people who thought they were doing good things in terms of getting sports started and up and running in the state of Illinois, but really they were barriers. Most of those people are talking about Ola Bundy.

DePue: As a barrier?

Bartges: As a barrier.

DePue: Okay. We've taken a significant aside here in your own personal narrative and it was very necessary to flesh out the impact of Title IX in these early years. And again, that's the focus of much of your project in the first place.

Bartges: Yeah.

DePue: But let's go back to your own personal narrative again. So you're involved in four sports. Are there any highlights of your athletic career in high school?

Bartges: Yeah. The highlight for me really has to be my experience with my basketball team. The basketball team at Hinsdale South. We were …

DePue: What was the nickname?

Bartges: We were the Hornettes, which is one of those phenomena that you saw rampant in girls' sports: such sexist language and discussions. I should bring you some newspaper articles. I have a picture in my photo album here that might actually be here, the article. We were playing Willowbrook High School, which is again another suburban Chicago school, and they had a girl, I think her name was Sue Hildebrand. She was six two and a big girl. This is her here. This picture – and that's me – this picture showed in the newspaper and underneath it, the title was "Ellyn Bartges battles a behemoth from Willowbrook." Now, where would you see that? But it was rampant in the newspapers, that kind of language. There are a lot of sociological studies on that kind of stuff but that's a real physical example that you would see. The team that I played on, we had three coaches in four years. Two of the coaches I have interviewed as part of my collection, very different women. But in 1977, which would have been my junior year, we had a very good team. We were very talented in a time where there was not as much concentration of talent. I was a role player, you know; I started but I was not a scorer. I was a rebounder and a passer. I led the team in rebounds and assists.

DePue: Does that mean you were a forward?

Bartges: Yeah, I was a three four. I'm five - eight. My vertical was a little bit higher than our six - two player, but not much. But we had two all-state kids on our team. We were very, very fortunate. We had good talent. In 1977, I think we lost – in my four years of high school, we lost six games. Now the seasons were not as long as they are now. We weren't playing thirty-game seasons but, you know, back then we were pretty pretty tough. We were averaging seventy two points a game in eight-minute quarters.

DePue: Did they have a state tournament for you to go to?

Bartges: In 1977 they had the first state tournament. The highlight of this is that we were one of the eight teams that qualified to play in the state tournament that was held at Illinois State University in Horton Field House.

DePue: Did they have a class system for …

Bartges: No. It was everybody in one pool. There was no distinction between A, double A; that came later. That came probably in the early '80s.

DePue: For the boys as well?

Bartges: No. I think the boys had classes then. I couldn't swear to that. I didn't pay much attention to it. My plate was full with other things, so I don't know for sure.

DePue: Okay.

Bartges: But we were one of the eight teams and part of this collection includes the coaches from six of the eight teams. One of the coaches, Jan Smith from Washington High School, had died already. She died of breast cancer at a fairly young age, so I interviewed her principal, a fellow named Ray Tory; he's one of the two men that I interviewed. I can't think of the other coach's name right now – Susan somebody. It will come to me. I talked to her and she said she would , but there was a problem and I never got back with her for some reason and that's a gap in this group. Otherwise I have all of the other coaches. Sue Franklin is her name. She's retired now. She was the AD [Athletic Director] at Fenger High School in the city.

DePue: Fanger High School?

Bartges: Fenger – F-e-n-g-e-r, I think. Or was she at Whitney Young? She coached at Fenger and she was the AD at Whitney Young. Fenger was the biggest upset in the state that year. Fenger beat Marshall in a city league championship. The city only sent one team and the city champion was one of the eight slots for the tournament and that was a huge upset.

DePue: How did the Hornettes do in the tournament?

Bartges: The Hornettes suffered from a lack of coaching, quite honestly. This is where you really see how things were run. We had one loss in a season to Joliet West who also qualified for the state tournament. When we qualified we won our regional, our sectional and then we won the super sectional. And we were going to state. First year in the state of Illinois. The athletic director, a guy named Ed Herzog, thought it would be a really good idea to have our boys' varsity basketball coach sit on our bench and assist the girls' basketball coach, a woman named Lynne Slouber. So Ed thought it would be a good idea to have Dave Watson, or Wilson, I can't think of his name, sit on our bench and act as a co-head coach. This man had not done anything all season with us. He had no idea what we did. What we ran, what kind of defense we played, out of bounds plays, but here this man was put on our bench at the state tournament. It was very disruptive to the team. Very disruptive. And we got down there and we played Palatine Fremd, and we were up by thirteen at the half. We were still up by close to thirteen mid-way through the third quarter—these are short quarters—and we lost by one point. We had a last-second shot that was disallowed. We had our center, thought she had five fouls, walked off the floor and sat the rest of the game and our coach didn't realize she only had four fouls. She was six-two, twenty points a game average, walking off the floor some time in the late third, early fourth quarter. I mean it was just … it was just bad. So, the winner that year was Sterling High School; Sue Strong coached that team and she is one of the people I interviewed. They had a good team, a very good team. But what it did, what that tournament showed, was a decided lack of experience and knowledge of women coaches and officials. People used that against women and now, when you look around, you don't hardly see any female coaches and you hardly see any female referees. At the start, it was all women referees. All women coaches, and it was poorly handled. There was no support system, no training system for these people. Oh, you played GAA, [now] you're going to coach basketball. You did the archery postal tournament, you're going to coach swimming because you are a physical educator.

DePue: This is getting way ahead of the story but the opportunity is there. Why the transition from women dominating all these positions, referee, coaches, etc. to what's evolved now?

Bartges: Well part of it was money. You know as it became obvious that women's sports, girls' sports at the high school level and at the collegiate level were here to stay and schools starting putting more money into it; there are only so many Division I coaching jobs available in the Men's Collegiate Basketball. When I was coaching collegiate basketball, there were 292 Division I teams. Now there is something like three 365. So, they have expanded the opportunities for head coaches, but if you were a young fellow who wanted to be a coach at the college level or at the high school level, and all these other people had all these other positions, where is your place to get in? How do you break into coaching? So a lot of them broke into coaching through girls' sports because there was such a paucity of qualified coaches that they could take their experience—because they played and because they had experienced these things—and take advantage of

it. Now, why that hasn't changed is a very valid question because certainly thirty eight years of Title IX has produced women who are skilled in the game, who have grown up in the games, who understand and can coach the games, but for some reason they are not coaching. They are not getting into it. It's a hard life. There is a lot of heat with that.

DePue: There is no shortage though, of examples of successful women who are coaching?

Bartges: No. There are a lot of them. And you don't have to look very far. You don't have to be Pat Summitt. Or Tara VandeVeer. The money, particularly at the collegiate level, has gotten so large, the competition is just that much fiercer and, quite frankly, athletic directors are primarily male. History will show that you tend to hire people like yourself. That's the whole thing for me. I work in affirmative action and that's one of the things I have to combat when you look at hiring. It's not that you're giving anybody an advantage. It's just that you want to have a level playing field.

DePue: But that's just human nature.

Bartges: It is. It really is.

DePue: Okay, let's go back to your tournament experience, and I'm wondering what the feel was. First of all, where did the tournament occur?

Bartges: The games were played in Horton Field House on the campus of Illinois State University and it was April of 1977, actually April first. It was April Fools Day.

DePue: What was the feeling in that tournament, being in the gym? Was the crowd large?

Bartges: It was. It was. Our coach and our athletic director made a decision that we were not going down the night before and staying, which, in my opinion, was a mistake. So, we got up the morning of April first, which I think was a Friday, I'm not sure. We got in a van, maybe two vans, and had a send-off at the high school. My dad was our cheerleader, so he got the crowd whipped up and he was good at it too. That was another thing that the high school wanted to do. "Oh, you're going to the state tournament. By the way, we want our boys' varsity cheerleaders to go with you and cheer" and our team said, "No. Mr. Bartges has cheered for us since we were freshmen or sophomores, and why he should be kicked out because we're going to state now and these girls are going to get the advantage of that?" No. And they were hot about it. Uh-hmm, that's the kind of stuff you get at the high school level. I mean, what were they thinking? So, we got in a van. We had a little send off. Police out of town. You know, all things that we had never in wildest dreams thought we would experience, and [we] get on the road, go Interstate 55 south to Bloomington. I can remember riding in the van. We traveled a lot growing up. We used to go a

month at a time and fish and go to places and see historical stuff. But, we never did Illinois, so going south on I55 really showed me a different broad expanse in Illinois that I hadn't experienced. I remember there was a huge grain elevator there just north of Bloomington and I had never seen one quite that big. Remnants of it are still there. There are the big cement silos. Just that kind of stuff that I remember. We went into Horton and we went down into some locker rooms. I remember that. And the locker rooms were not very big. Kind of dark and dingy. Another one of the genius things that our athletic director decided to do – the spirit was okay – but he bought us all new shoes. And then they expected us to wear these shoes. Well, the shoes weren't broken in and they were big, heavy Adidas shoes. You know, it's not like the shoes now. Well, "We bought you these shoes from the booster club and we expect you to wear them". Well, my feet were killing me, you know, but I'd have to look at a picture to see if I had worn them or not. We wore Chuck Taylors and here you have – no, I didn't. When you asked about the crowd, these are the pictures of the crowd. It was a huge crowd and we were used to playing in front of crowds, but not crowds like this. You can see both decks, both balconies. These are those white Adidas shoes. Those are my high top Chuck Taylors right there.

DePue: We're looking at her photo album. We'll have to scan these pictures in so everybody else can see them as well.

Bartges: This is when we thought we had won on the last-second basket. This is when we found out they didn't allow it.

DePue: Wow.

Bartges: Big difference from this to that.

DePue: But the energy must have been in the building like you hadn't experienced before?

Bartges: Uh-hmm, not in the same sense. Just because Horton Field House—if you've ever been there—is a big expanse of a building. They had bleachers at the ends and that was something that was different, and big black curtains—maybe red there—but big curtains that hung down, and you have two balconies. We always had good attendance but you look at this. There are thousands of people here. When you go to shoot at a basket like that, it's different. That was a very different feel. The basket just hanging out of the sky somewhere and then there's people behind it. We had never experienced anything like that.

DePue: Is this you here blowing a bubble while you're shooting a basket?

Bartges: Yeah. I told you I wasn't a shooter. Not a shooter. That's probably the super sectional match. But you can see here, too, you know, it goes back, we had pretty good… Here's my Dad cheering.

DePue: Okay. We can get a lot of these pictures in. That would be great. One of the reasons I wanted to have you explain this is because, I think, somewhere in the near future beyond this date, you had an opportunity to go to Iowa as well. Am I getting ahead of the story?

Bartges: No, no. It was really interesting, actually, and it was one of the things that sort of turned the light bulb on for me. Even though I was aware of Title IX, and as you can see, I had an opportunity to compete, and I was happy with that opportunity, I was grateful for the opportunity. After we played in the state tournament in 1977, our coach left. She and her husband moved to Washington and we had a new coach; he was the third coach we'd had in the four years. Our first coach's name was Linda Gollan, and she's one of the people that I interviewed. She was really an amazing coach. Very patient, very fundamentally sound and she understood basketball. She came from Pennsylvania and she had played basketball. Lynne Slouber was from Illinois; she had not grown up playing basketball and she was the first person to tell you that. She didn't have any airs or illusions to what her skill sets were. She just was hired as a physical education teacher. She was relatively young, right out of college and this was part of her assignment as a PE teacher, to coach this team. Well, she fell into this team and I think in her interview she said that. She's like, "Oh my God!" But our senior year we had a guy named Dennis Karnstedt. He was a science teacher in the high school and he had played ball, I think at Central College in Pella, Iowa. I know he ran cross country there. He had an understanding of what girls' sports could be and so in the spring, probably in March of 1978, my senior year, he took us to the Iowa Girls High School Association's state tournament in Veterans Auditorium.

DePue: In Des Moines?

Bartges: In Des Moines. We stayed in Central, in Pella, at his college. You know, he made arrangements and we stayed there and we went to Veterans Auditorium which, when I first saw it – and I had been through Des Moines, I mean we traveled through there but I didn't know what it was – I thought, Wow, it looked like an ark. It was like Noah's Ark. It's just a big square box with a tilted roof, so I have a vivid imagination. I had kind of pictured a boat. But for me it was sort of a metaphor for sport, you know; here we were going to this place to see this championship that's been going on for decades. At that point it was probably at least forty years old, maybe fifty, and when I …

DePue: The late 1920s, as I recall from one of your other interviews you did.

Bartges: Yeah, so fifty years they had been doing this. I said I was happy to have the opportunity to play. But what irked me was that we could not earn varsity letters. They would not give us a varsity letter. We didn't get letter jackets. We didn't get all of the extrinsic motivation that a competitive person likes – hardware, which would go with the military thing.

DePue: Ribbons.

Bartges: Ribbons, exactly. It used to irritate me also that my brother who played all four years in football and tennis, but he wasn't a starter in football. He always got to waive out of PE because male athletes didn't have to take physical education. We had to go to PE every day. We had physical education five days a week and that irritated me because it was an affront to my sense of justice. You know, here's my brother who is a bench warmer who doesn't have to go to PE and gets to have a study hall, which I had none, and I have to go to PE and swim during the middle of basketball season. I would say to my Mom, "Why is this so?" And she said, "I can't answer that question. When you were younger I used to say it was because you were a girl but I can't answer that question." I'm like, I'm not going. And I would cut. And my Mom would call the office and say, "What do I say to her? You tell her, you explain it to her." So she was supportive in that way. Or I would call in for myself. I mean I was kind of a brat.

When we got to Veterans [Auditorium] – and this comes back to what we weren't allowed to have – our awards for varsity competition were charms for our charm bracelet. On National Girls and Women in Sports Day, to this day, to this year, on that day, every year, I wear that bracelet as a remembrance of where I came from. Because now, not only do girls and women earn varsity letters but they have scholarships and they have the opportunity to play professional ball and all this other stuff. I got little silver charms for my charm bracelet my Mother put together for me. She's like, "Well, you wear this proudly because this is the only athletic jacket you're ever going to get."

But we walk in to Veterans Auditorium and here are these girls – there were some big girls there too – you didn't see kids often in Illinois like Leuken, my teammate Deb Leuken, she was 6'2". You didn't see a lot of girls like that. But we walk in to Veterans and it was just stacked with big girls, huge basketball players, talented, and they all had letter jackets. They had medals all over the left side of their chest. They had stripes on their arms. They had pins. I mean, you name it, they had it. Their names on the back. It was like going to the Olympics. It was phenomenal. The difference between what our experience had been at the state tournament, and it was the first one – there's a big difference between the first and the fiftieth – but nonetheless, it was like, Wow, I cannot believe this! I couldn't.

I listened to Jim Duncan; he was the announcer. He's dead now. But he announced all those tournaments. They had the hall of fame at the half time and in between games they would do the hall of fame induction and they would turn off all the lights in Veterans. When I went to Iowa State, I used to go down for the tournament because it was such a thrill. The guy announcer: "And entering in this year's class, the class of 1981, is Mona Mossbarger." Mona Mossbarger played for, now I'm not going to be able to remember. I know this. Wherever she played – Vinton or one of these little towns in Iowa – she averaged thirty five

points a game and twenty two rebounds, and out-parades Mona being escorted by somebody. They had twenty of these people it seemed like that they were inducting into their hall of fame. You could walk around Veterans and you would see the pictures of them and amazing stories about these women – clear back in to the '20s. And, it was like, Wow, How can that be? How can that be? But then, you know, I knew it was because – and I brought it – here's a picture, this is a picture from 1921. The basketball says G-T-H-S.

DePue: H-S, yeah.

Bartges: German Township High School. The woman, second from the left with the watch on her wrist, is my grandmother. 1921.

DePue: This is Iowa?

Bartges: This is Pennsylvania.

DePue: Pennsylvania.

Bartges: I knew this from Pennsylvania because this was part of the story.

DePue: That's a great picture too.

Bartges: I don't know why my grandmother has a watch on. She's the only one that has a watch on. The most famous basketball alum from German Township High School is C. Vivian Stringer, who is the coach at Rutgers.

DePue: She spent some time at Iowa.

Bartges: Yeah, exactly. So I still couldn't get it to equate how this can be so different. But those kinds of experiences helped shape me and helped motivate me. When I was coaching and when I was doing other things, I was very cognizant of what the experience was like. I wanted my kids to have the experience that I didn't have and to have the opportunity to benefit from the fraternity of sport in the same way that guys benefit from the fraternity of sport.

DePue: And that's what you saw when you went to Iowa?

Bartges: Oh yeah. Yeah, they were light years ahead of Illinois. Every state around Illinois was light years ahead of Illinois almost. It was phenomenal.

DePue: Two questions here, branching out in different directions I'm afraid. What kind of basketball were you watching in Iowa?

Bartges: That was one difference. We were watching six-on-six with a rover.

DePue: You need to explain that. Because I don't think most people understand that.

Bartges: I'm trying to remember if there was a rover in ''78. I wouldn't swear that there was a rover. Six-on-six was old school. It's what my grandmother played. You had three guards; guards were defensive players. You had three forwards and forwards were offensive players. The most prolific scorers—and you can tell I get fired up about this stuff—the most prolific scorers I've seen were Iowans, from when they played six-on-six. Oh my God. Lori Bauman, who played at Des Moines East, she still holds the NCAA scoring record for a tournament from 1981. She scored fifty points in a game. That girl was an amazing shooter. Kay Riek; Kay was from Grundy Center, Iowa. Dawn Wumpkes was from Cedar Falls or Hudson – up around Cedar Falls there, whatever; it might have been Hudson. Tremendous shooters and there was no three-point line then. At the high school level when you see these girls, they could take two dribbles and a step and then they had to pass it or shoot the ball. That was their choice and you would think it would be slow but the referees were so much more engaged in that game. You know, there was one underneath the basket and they got the ball out of the net and gave it to the girl and the girl passed it up and the offensive players could play defense in the sense that they could press in the front court to try and steal the ball from the guards who were passing it up to their forwards. But they couldn't cross half court line. They could not cross the center line.

(Bartges added this note after reading the transcript.)

The ref took the ball after a made basket and quickly passed it to the second official standing at half court. That official then passed the ball to the waiting offensive player standing in the center court circle who initiated their offense.

And you would see these girls – it was funny – you would see them running down the half court full speed and then they'd get to the line and there was like a laser beam there that they'd get zapped. You know, a shock collar. They could tiptoe along that line and not cross over it. The balance and the skill was amazing. The six player game evolved actually from a nine player game earlier in the century. But that was adapted for women because the perception was that women couldn't run the full court because it would damage their reproductive organs. The literature on this is extant. I mean, there's a ton of literature on this about from medical doctors and medical professionals – that's usually the euphemism they put for quack – that says, if you do this these women will not be able to have children and so therefore, sport for women is going to have a negative impact on our society. Well, what a bunch hog wash. And women doctors were saying the same thing. That's why you saw a break, I think in the '20s. I don't have an exact date yet, but if you look at women like my grandmother competing prior to 1930 and then from 1930 to 1950, there's this twenty year period of time where it was like a desert. Something happened - all of a sudden sport was not okay. That's where you have this GAA bullshit and play days and all that.

DePue: That takes me to the other direction here. Are you saying that places like Pennsylvania and other states abandoned the whole notion of having these tournaments and having that tradition of women's basketball for example? Iowa obviously did not.

Bartges: There were some states that did. I don't know enough about those individual states to say for sure that they abandoned them completely. You certainly do see a gap. I'm trying to think of the states. In Kentucky, in Indiana, not in Wisconsin, not in Minnesota, and I looked primarily at the Midwest, although Kentucky is not a Midwestern state I realize. Maybe in Ohio, again I don't really consider Ohio Midwest but I have arguments about that with people. They played, they had a state tournament – and I know Kentucky did – and then it went away and then it came back in the '70s after Title IX.

DePue: Iowa was rather unique in that respect then?

Bartges: Absolutely. Iowa was in front of the pack. And people, you know, some of my uppity suburban friends would say, "You're going where to school? You're going to Iowa?" No, I'm going to Iowa State and they are like, Oh my God, isn't that an Ag school and I was like, Why would you want to go to Iowa? The state of Iowa – it's a bunch of farmers, a bunch of hicks – you know the perception, [but] that couldn't be further from the truth. Those people were so much more progressive and still are. So much, you know, the belief in education and all of the fundamental things that you see that grow families and grow tradition and grow all of the strength of that state. Much more progressive. What a horrible misnomer they had laid on them.

DePue: Why do you think Illinois was so slow to adopt this? Slower than almost all these other states from your own explanation.

Bartges: That was one of the questions I asked the people I interviewed and almost universally the answer was the resistance came from male athletic directors that did not want to share facilities. Kind of like I spoke about earlier, you have a lot of small schools in Illinois. I think Illinois is one of the three states that has the most towns under five thousand. Illinois, Pennsylvania, Texas. And those towns don't have the facilities.

DePue: And has the second highest number of independent governing agencies.

Bartges: Why am I not surprised?

DePue: Yeah. I think Texas is the other one.

Bartges: So you don't have infrastructure from the IHSA. You have white men who are interested in sport for white men and you have principals who are primarily male, almost exclusively male, who are not interested in sports for girls because it's going to cut into their time. If you listen to Lori Ramsey's tape, she had grown her GAA program from less than, I think she said twenty to over three

hundred, in two years at Pekin High School. She also wanted to implement interscholastic sports. She wanted to implement competitive sport, so in order to do that, to grow her GAA program, she needed an additional day a week in the gym. It was wrestling season and so she asked the principal, who was the athletic director, for an extra day of time to share the gym and the guy wrote back, "It has been his experience that athletics for boys has been a major contributor to their character. All of the boys in the Pekin High School system needed to benefit from this character building activity." Something close to that. She writes back to him in red ink – "What about the character of the girls?" She says she puts it in an envelope – she was smart enough not to take it down there herself – and she put it in his box. The next day she asked for her transcripts to be sent to Illinois State, to Illinois Central College and to somewhere else, and she left Pekin. She got out of the high schools forever. That's how strongly she felt about it. That kind of mentality was not unique to Pekin. In no way was that unique because they didn't know any different. You have to want to make a difference. You have to want to have change to sit down and say, Okay, how can we allocate these resources? Instead they started circling the wagons and saying, Okay, you guys, you know it's all about loyalty. We need to make sure we keep our stuff with us. We don't want to give it to them.

DePue: Well, I'm thinking in terms of what it is to be a successful sports team. It is so much about loyalty. So maybe that's an extension beyond the boundaries of the actual competition then.

Bartges: Well, I don't know what your sporting background is, but you certainly know from your own military background about loyalty, and loyalty is one of those things – and I've said this about my collegiate coaching experience – I had never witnessed the kind of dogmatic loyalty that you see in coaching. You know, my philosophy is that blind loyalty was jurisprudence out at Nuremburg. There was no longer an excuse to say, "I was just following directions. I was just being loyal." I mean that's an extreme example, but basketball – not just basketball – coaches, collegiate coaches in this country – if there was a mafia, if such a thing existed – they could teach them about loyalty. Coaches would teach organizations that are interested in manipulating people about loyalty, coaches would be the people you would go to to learn those lessons. Because if you're disloyal, you are excommunicated. Boom.

DePue: Okay, let's go back to your personal narrative again. And we're still in high school.

Bartges: Yeah. Oh my God, I've been there longer than I …

DePue: Well, because we've been taking some very significant and important asides here that really are at the heart of what we wanted to be talking about anyway. So this has all been …

Bartges: Well, yeah, reign me in if I need reigned in.

DePue: No problem. So much of your experience in high school was athletics. Did you get tagged as the jockette – if I can use that word?

Bartges: Oh yeah, yeah. I was voted best athlete in my high school graduating class of '78. I was kind of oblivious to some of the things. I was definitely a jock. I never really thought of jockette. I was fortunate that I had intellectual interests that were different so I wasn't just a jock. I had friends from a lot of different groups and I could move amongst those groups quite nicely. But there was something that you hear, and there was definitely – not always, but depending on where it was coming from – there were usually sexual connotations that went with that.

DePue: Okay. What were your aspirations at this time? What did you see yourself being beyond high school?

Bartges: I wanted to be a vet, a veterinarian. College sports weren't really on my radar because I just wasn't exposed to them. In '68—and again I was young then—I had witnessed limited coverage of the '68 Olympics – mostly track and field – but primarily men. I was very much aware of Wilma Rudolph and Wyomia Tyus from the 1960 Olympic team who were not only phenomenal athletes, even [from] just a few clips that I saw or the pictures that I saw, but they were probably some of the first African Americans that I was aware of and I'll digress for a second here.

My freshman year in high school, our coach, Coach Gollan, took us down to Illinois State [Illinois State University at Normal] to see the college team at Illinois State. Jill Hutchison was coaching at Illinois State and she's one of the people I interviewed. I remember seeing a woman… I come from a lily white suburb; I don't think we had any African Americans in my high school until I was a junior – and I graduated in a class of 550, so it was not a small school—at least that I could remember. Coach Gollan took us down to Illinois State and I saw that they were playing basketball but I didn't really understand the significance of that. But I remember seeing Charlotte Lewis – it was like seeing Tyus or Rudolph in person, only Lewis was much bigger than life. I mean she was six two, six three. She had this humongous Afro hairdo, I mean a big 'fro! When she ran, it flopped. She was a big woman, a big strong woman. That impressed me. I was like, Wow. You know, that it was okay to be female and big and strong. Even as a freshman, I know I made that mental connection. Here's somebody that's doing this and it's okay because she wasn't alone. I mean there were a lot of other people on the floor too.

DePue: Apparently you're feeling that because you were getting some subliminal messages that it wasn't okay to be …

Bartges: Well, I had that message from the get-go from my Dad.

DePue: Okay.

Bartges: So when it came time for me to go to college, I was thinking, Okay, I want to be a veterinarian. I need to go and I need to concentrate on my academics. Well, I wasn't a neophyte at school and I had looked at schools. My family, like I said, traveled a lot. I had an offer to play basketball at Montana State. I had an offer to play basketball at – I want to say – Gunnison University in Colorado. And, somewhere else. I need to find those letters. But, when I went to Montana State and visited them, I thought, "My God, I'll never graduate from here". There is a ski slope and a trout stream. I knew myself well enough. I liked to do those things as I grew up. So, I decided against that. I didn't think that was in my best interest and Gunnison wasn't big enough for me. My criteria for going to school was that it had a good vet school and it had to be somewhere far enough away from home that my parents could not drop in on me. Six and a half hours was just about right. So, when I set foot on Iowa State's campus, I knew immediately that's where I was going. My Mom and I went out on a Columbus Day because we didn't have school and I said at the end of the day, "This is where I'm going." There was never any hesitation in my mind. I never regretted that choice. But sport wasn't part of that process and after about two weeks in the dorms at Iowa State, after school, it's three o'clock and I'm doing homework. It's like, What the hell is this? Because I'm not used to that. I'm used to going to practice. So then I went and talked to the tennis coach. I had talked to the tennis coach at Iowa State before I went there and they didn't have any scholarships and she had said come out. Well, then I realized, then I found out that that woman had left. Linda Lander was her name and there's an odd story with that, how small life is. Linda Lander left and the woman who became the tennis coach – her name is Christa Townsend – Christa came from, I think she came from Kansas. She went to school at Southwest Missouri and she's in their tennis Hall of Fame there. We're still friends. So I went to talk to Christa. I had never met her before. I ended up playing tennis at Iowa State. That's how that happened. Linda Lander, oddly enough, I was at a Title IX conference in 1977, I'm pretty sure that's when it was..

DePue: 1977?

Bartges: I'm sorry, 2007.

DePue: Okay.

Bartges: I'm looking at this woman at a session I'm sitting in and I'm looking at her and I'm looking at her and I said to my partner, "I know that woman." She's like, "What do you mean you know her?" I said, "I know her." "Well, she's not anybody I recognize." I said, "I have to think about this." She was with some people that we knew, so when I heard her talk I knew immediately, I recognized the sound of her voice. Even though I'm hard of hearing, I just have that kind of memory for audio sound. I said, "You coached at Iowa State" and she looked at me like I was a ghost. I mean that was thirty some years ago. She said,

"How do you know that?" I said, "Lander." She's like, "That's right." I said, "I was an incoming freshman the year you left." She said, "Oh my God." So, I mean, that whole experience … and that's how tight sport is, even nowadays with women in sport, it's a very connected group of people. I don't know if men's sport is like that or not. I'm sure there's aspects of it. But the numbers are just not as great.

DePue: Let's talk a little bit more about being at Iowa State from an academic standpoint, because apparently you didn't stay in veterinary medicine?

Bartges: No. I was pre-vet. I was in fisheries and wildlife biology. I had wanted to study history and, my Dad said to me – and he was okay with me going to Iowa State. My parents had one rule for college. The rule was I had to leave the state of Illinois. My brother had gone to Northern [Northern Illinois University at DeKalb] and he had not done well. He came home – that was like forty five minutes from home – came home every weekend. He never had the experience. My folks said, "You may not go to school in the state of Illinois unless you go to the University of Chicago or Northwestern." Any other school was unacceptable. They wanted me out of the state so I didn't even look at schools in the state.

DePue: That was okay with you apparently.

Bartges: Yeah. I didn't care. I didn't want to go to U of I because of my graduating class, probably ninety percent went to college or university and of that probably sixty percent went to the U of I. I didn't want a continuation of high school. I didn't like high school. I could have graduated after the end of my junior year in high school. The only reason I stayed was to play sports. I was bored. So, I went to Iowa State and I was in fisheries and wildlife biology and I found out I wasn't such a great student. Not as good as these people that were graduating from little towns in Iowa with graduating classes of five - they were better prepared than I was coming out of a huge suburban high school. I'm not quite sure whose fault that is. I think there is probably equal culpability. I took college prep classes and all that stuff but I didn't have the skills these kids did. So I struggled and my Dad had said "You're not going to school and studying history. I'm not paying for it. What are you going to do with that, spend your life in a library?" And I'm thinking, Well, what's wrong with that?

Yeah, Dad was… Even though his mom and his grandmother were both teachers, I don't know, he always had a sort of arrogance about those who taught. Even though his Bachelor's Degree was in physical education which, sometimes I forget that. I think he was a certified teacher in West Virginia, but he never taught. He just had that, he didn't want me to be a teacher, I don't think. My mom very much wanted me to be a teacher. So I kind of drifted around and eventually I ended up where I belonged and should have started in. It would have been a lot easier that way.

DePue: You changed your major then sometime while you were in college?

Bartges: When I was a senior.

DePue: When you were a senior?

Bartges: Yeah.

DePue: So, that would suggest it took you longer than four years to graduate.

Bartges: Oh yeah. Yeah. I was on the seven year plan.

DePue: Right out of National Lampoon's Animal House then.

Bartges: Yeah, yeah, I was. I had a good time in Ames. I took a year off and got Iowa residency. That was one of the years. I took me five years of actual school to get through.

DePue: Who was paying the bills all along?

Bartges: My mom.

DePue: Okay.

Bartges: Actually I had jobs. You know, I worked out at Vet Med when I took the year off. I had a job. Then I also was a resident manager of an apartment complex so I got my rent free. But if somebody's sink was stopped up I had to fix that. One day I came home and the sewer had backed up into the basement. I called my mom and she's like, "They don't pay you enough to do that. Call the management company."

DePue: Well, not having played a lot of collegiate athletics, I know this much. You can't be on a team for seven years.

Bartges: No, no, no. I only played two years.

DePue: Two years of tennis?

Bartges: Yeah.

DePue: And that was the extent of your college experience?

Bartges: That was the extent of my college experience. I thought about trying out and playing basketball and I actually worked out with the teams when I got done with tennis. My physical skills – I was a better tennis player than I was a basketball player in terms of what I could do with the sport. But intellectually, I was a basketball person. I liked the strategy, the chess of it. But they had problems with the basketball program at Iowa State. Drake had a phenomenal basketball team, but Iowa State, not so much. Iowa had good teams during this

period. They went through a couple of coaches in a very short period of time and I smoked back then, I was just … you know, tennis players are wild. I was pretty tame.

DePue: And only two years of tennis too. Why not four years of tennis?

Bartges: Part of it was, I enjoyed my social life. You know, my parents were pretty strict and when I got away from home it was like, Woo, I can drink pop for breakfast. I mean, we didn't have pop in our house even, so I think I didn't have a cavity when I went to college but it didn't take me long to get many. Just staying eligible became a hassle because I wasn't happy in what I was doing. So it was just not worth it. When we traveled, and I think I mentioned this, here when I played at Iowa State I start to see a disparity. I knew the disparity existed in high school but it was a much wilder disparity. We would literally pile seven, six players and a coach, into a station wagon and all of our stuff, we would drive from Ames to Manhattan, Kansas or to Columbia, Missouri in the Big 8, and get out of the car, play our match, get back in the car and drive back to Ames. And when you drive to Stillwater, that's a long drive.

DePue: It's a long drive.

Bartges: When we played Drake or we played Iowa or we played Nebraska or Northern Iowa or even Minnesota, you get a sack lunch from food service. You go downstairs, you get a sack lunch in the morning. You go to class in the morning and then you get in the car and you drive to one of these places. You get out of the car. You play your match. Some of them were triangular meets so usually if we played Drake and Iowa, we played them in West Des Moines and, kind of meet there. Then we get back in the car and drive back to Ames and get in at eleven o'clock at night, depending on how far you were driving, and then go to class the next morning. Go to practice in the afternoon or have another match. It was hard and being scrunched in [the car] like that and the competing, it was just not what I envisioned. In the end, I don't think the experience ended up offsetting the things I was missing because I was doing it.

DePue: It wasn't rewarding enough for you.

Bartges: No.

DePue: How did you deal with that competitive spirit that you had?

Bartges: Intramurals. I played intramurals during those years too, those years that I was playing tennis and we had phenomenal intramural teams on our dorm floor. Iowa State had a tremendous intramural program. The woman who ran it, Linda Martek, did a phenomenal job of providing, not just same-sex intramural competition but also that was the first time that I had an opportunity to play coed sports. So we played coed football. We played coed softball too. For us it was all about winning t-shirts. You got intramural champion shirts. We had a lot of athletes on our floor. We had track people. We had basketball people.

We had a tennis player. We had softball player. We had a tremendous floor. Back then, the NCAA didn't have rules about this stuff, so you get back from practice, usually you played on Sunday, and we would go out and we would just kill people. I mean we won four years, that group of people, we didn't all live in the dorm for all the four years. They won four years of flag football championships. They were really unstoppable. So that was how that competitiveness was fed and satiated.

DePue: Okay. This might be a good place to stop for a lunch break here.

Bartges: Okay.

DePue: We'll go beyond that point. It's been fascinating up to this point and I'm sure it will continue as we get on to the other aspects of your life and in to the actual research itself. We've been talking a lot about the research, I think. So, that's all good.

Bartges: Yeah, it is. It's all sort of connected. It's a web.

DePue: Yeah. Okay.

(End of interview #1)

Interview with Ellyn Bartges
FM-A-L-2009-041.2

Interview # 2: December 10, 2009
Interviewer: Mark R. DePue

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DePue: Today is Thursday, December 10, 2009. This is my second session with Ellyn Bartges. This morning we spent a lot of time talking about growing up in Illinois, your involvement in sports and other activities. We got to Iowa State. We took lots of diversions to kind of flesh out things, like Title IX and other aspects of the emergence of women's sports in Illinois. There is one question I

forgot to ask you that we are going to start with. You said your last year in high school basketball you had a male coach and, I believe earlier in that discussion, you had mentioned that the rule was that only women could coach women and only women could ref women. So what happened?

Bartges: What happened? What happened was the 1977 state girls' basketball tournament. There were certainly, and you astutely asked when you looked at my collection originally, where are the men? Well, in the beginning portion, men weren't allowed to coach women. They weren't refereeing. There was an isolated case here and there where there was no female PE teacher in the school or they were either so old that they didn't have any sport experience or they were so young they had no kind of knowledge of sport. Carthage, Illinois is an example of that, the prime example. Dick Biery who I interviewed, was one of the few male coaches that was coaching from the start. Also Cy Higginbothem, over there in Carthage. They had been hugely successful. But in 1977, at the state tournament there were so many things wrong. There was a lot right, you know; I don't want to simply crack on people from thirty years ago but the officiating was bad. The administrative part of it was somewhat unorganized, not the part from Illinois State which the University and their women's basketball program helped administer the tournament, I would assume at the behest of the IHSA. I don't know that for sure. But there were problems. The people who were against women's sports within the IHSA took that as evidence that women were incompetent to do some of these things and used it as an excuse to then open the door to men coaching. The coach that I had as a senior in high school was Dennis Karnstedt. He coached there for a few years after I graduated in '78, but you started to see an influx of men in coaching. There were a few male referees, not a lot of them, but some. That was the sea change there, that tournament. There were so many complaints. The first game of the tournament between Fenger [High School] and maybe Sterling, whoever Fenger played in that first game – Washington High School from Washington, Illinois – there were missed calls and some rough play and, I think they went into overtime and there were fouls that impacted the game. It was just a mess. In our game, which was the second game, Hinsdale South versus Fremd [Palatine], the officials disallowed a last second basket. But the trailing official said it was good. The official underneath the basket said it was no good. So there was a tie between the officials in their ruling. They went to the table, to the official scorekeeper, the timekeeper, to say, "Did this ball leave the hands of this player before the clock sounded zero?" The scorebook, the score table, the official timer said, "No, it did not". So we lost. When you look at my scrapbook, you see the elation, the classic ABC's Wide World of Sports, the thrill of victory and then on the next page, you see the agony of defeat. It really was that way because it was like having the rug pulled out from under you. It was an unbelievable swing of emotion and, it turns out they could have gone to the table and looked at a replay. It was televised on WGN. A woman named Ann Penstone has done a lot of the announcing/color commentary for TV. I don't know if she's still doing it. I interviewed her and she also coached up in the Chicago area at Hershey High, but she did TV for twenty-five, thirty years. She

remembered that tournament. They could have gone and looked at the replay. But there was no mechanism for that. There was no rule by the IHSA that said that you could go to the TV camera and look at a replay and there was no desire. They went to the IHSA, the head of the IHSA; I think his name was Quinn at the time. I'd have to look, I'm not exactly sure.[2] He said, "No, don't look at the replay. We can't do that." But it would have been so easy to do. Either way one team was going to be disappointed but it ended up, ironically, that the person, the timekeeper at the table who said "No, this didn't count", was a graduate, an alumnus, of the school we were playing. Now, you know, a little bit of conflict of interest there, I would say. But at eighteen, what do I know, or seventeen, what do I know about conflict of interest. But it was just, it was ugly. It was very ugly. And, the teams didn't leave the floor. And fans didn't leave the stands. They had a hard time getting things moving forward to get the third game in.

DePue: Was there any doubt in your mind who had won the game?

Bartges: None. None. As a tennis player, when you are playing, you have to call your own court. Because what high school or what college has the funds to pay people to come and do lines? I don't think they do lines still. Maybe, I could be wrong, I don't know. But one of the worst things imaginable was to be labeled or to have the reputation of being a "hooker" on a tennis court and that didn't have anything to do with sexual promiscuity. It had to do with cheating on your line calls. If you got the reputation of being a hooker as a player, cheating on your line calls, that was just devastating. So, as much as I wanted to win I'm not a win-at-all-costs person. And I saw it. The player who shot the ball was Karen Kvackay. She was on a breakaway lay-up. It was clear. There was no other people around. She went up, right off her hand. And it was clearly off, already on to the glass when the buzzer sounded, when the clock went to zero.

DePue: Okay. Now let's jump ahead a few years and get, not at the end of your high school career, but the end of your college career. You already said it took you a while. You were now majoring in history. I assume you got an undergraduate degree in history?

Bartges: Yes. I have a Bachelor of Arts in history from Iowa State University.

DePue: With the intention of doing what with that?

Bartges: Grad school. Isn't that what every historian wants?

DePue: It took you seven years to get there, but, my god, we're plowing on to grad school.

[2] Later: It was Harry Fitzhugh.

Bartges: Going to grad school. I had an offer to stay at Iowa State and study intellectual history with their intellectual historian there. I love theory and I love intellectual history, but I realized that if I stayed at Iowa State – and I loved Iowa State, I still bleed cardinal and gold – I realized if I stayed there that the course work would be the same only with a different number on it. I didn't want that. You know the difference between undergraduate and graduate work was just that you would have more of it, but it would be the same stuff. That made no sense to me.

So, I looked at some universities. Of course, my Dad wanted me to go to West Virginia University where he was a football player. But I grew up going back east with my folks and Morgantown is not exactly a pretty place. My Dad used to tell the joke that when he was an undergrad, you could tell the difference between freshman and senior women by the size of their calves. Because, of course, women always wore skirts then. The freshmen had flat, flabby calves and the senior women had really well sculpted calves. I was like, Do I need to hear that? From walking up the hills, the campus is so hilly. (laugh)

DePue: I'm glad you fleshed that out a little bit.

Bartges: I'm thinking my Dad wasn't paying attention in school. So I did. I went and I talked to them at West Virginia but I also went to Penn State and I talked to the history department, and Penn State just impressed me much more than West Virginia. I had family at Penn State. It's home country where my Dad is from and I was comfortable there. Of course there was also a ski slope and a trout stream.

DePue: College Station is the town, right?

Bartges: State College.

DePue: State College is the town, okay.

Bartges: College Station is Texas A&M.

DePue: Okay, I'm sorry.

Bartges: That's alright.

DePue: What was the community like there? A good fit as well then?

Bartges: The community was different. It was an adjustment for me coming from the Midwest, even though I had grown up spending chunks of time in Pennsylvania and had a lot of relatives there. I was very much like an alien. You're from where? And, of course, everybody always assumes I'm from Iowa because I went to school in Iowa but, I mean, I'm from Illinois. I have honorary Iowa citizenship according to my Iowa friends… and I got married in Iowa, so … It

was hard for me at first just because [it was a] different speed of life than I was used to. You know, when I left the suburban Chicago area I never went back. A very cliquey town, State College is. It's very different now. It's a lot bigger town. It wasn't a Big Ten school then and we were in the Atlantic Ten. The airport was still small, like the guy who puts your bags in the plane uses the flashlight to guide you off the runway and then back in to get tickets. State College is a much different town now.

DePue: You are going to graduate school in the history department there. What is your area of concentration and what do you plan to do with this afterwards?

Bartges: My area of concentration was colonial and revolutionary American history which I have a great deal of personal interest in and it was an area that just interested me. I liked the fellow who was my advisor. His name was John Frantz. He was a very civil man. A very well educated and a decent man and he was very generous with his time.

I had a research assistantship my first semester and then I had a teaching assistantship after that. I probably at that point in my life was looking more at law school after a master's degree in history. I knew I didn't need a master's degree in history to pursue law but I also loved history. I was looking at constitutional law; that's why the colonial, revolutionary period of time really intrigued me because there you have this enlightened thought and access to great thinkers. I already had a predilection towards intellectual history anyway - Hume [David] and Rousseau [Jean-Jacques] and Montesquieu and all those people, how that fit in, and then I would take that and how that translates into constitutional law. Obviously somewhere I got off track with that but …

DePue: Well, this is the first time I've heard anything about law school, or being a lawyer as well.

Bartges: Yeah, it's not anything I pursued.

DePue: Why were you at least interested in it though? What was it about being a lawyer that appealed to you?

Bartges: Probably because I could argue things.

DePue: As you could as a college professor.

Bartges: Yes, but I wasn't… I never wanted to be a teacher because… I mean, like I said to you before, I come from a long, long line of teachers on both sides of my family; I never wanted to teach something that I loved to a bunch of people who could have given a rat's ass about it. I viewed history that way. It wasn't until I got to graduate school that I realized that, Oh, there are people out there in this sea of faces that actually do care about history. But that didn't happen until I got my teaching assistantship and I started teaching Pennsylvania history as a graduate student. Then I could kind of see the possibility of maybe teaching at

the college level, but for me, I still missed sport. While I had intramurals at Iowa State, when I went to Penn State I didn't have that connection. It didn't take me long… I started in January of '86 and I went to every athletic contest I could possibly go to and it was great.

DePue: As a spectator?

Bartges: As a spectator. Because as a graduate student, I got my football tickets free. What a deal! I'm a huge college football fan.

DePue: And Penn State football no less.

Bartges: Penn State. We won a national championship in '86 so I was pretty excited about that, although it was kind of boring because they rarely passed the football. It's like one, two, three up the middle and then if you don't have that first down then you're kicking the ball, and as much as I love to watch kickers—and I do love to watch kickers—nobody can compare to Reggie Roby, the Iowa kicker, so he is the model for me as a kicker. But I digress. You also had a pass that got you in to all the other athletic contests so I could go… And they didn't charge to go see lacrosse and field hockey and I had never seen those sports. I had played field hockey in physical education but, you know, only because they required me to. You heard what I had to say about PE, but to go and watch these different things that were more East Coast things, although in Iowa and Illinois they used to play field hockey too, but you just don't see it at the college level except at Luther College. They had a strong field hockey team. Iowa had a very successful field hockey team. That just kind of got my interest going. It was the first time I'd ever seen soccer as a sport in person. We didn't have it at Iowa State. So, that got me to thinking about the women's basketball program. When I went to watch Lady Lion basketball, they had a phenomenal team. They had a tremendous point guard in Susie McConnell who went on to be an Olympian. She's a collegiate coach now, All American, fabulous point guard. The kind of point guard that anybody who plays the game, if you watch the game analytically, you would say, "Wow," she was an amazing passer. And under-credited because of who she played for and where she was. So after watching them that back half of that '86 season I thought, I really need to get back into sport and this was my inner struggle. Because I'm in colonial and revolutionary history and sport is really my interest and this a consistent theme for me until I make a cut here when I get to Western. I made a decision to make a change which was this project. But, I went in. I made an appointment to see Rene Portland, who was the coach at Penn State and to talk to her about the possibility of coaching. I went in to see her and talk to her about the possibility of volunteering with women's basketball. She talked to me for a while and we talked about some different things, just kind of got a feel for what my background was, where I was as in school and stuff. She finally said, "Well, you know, not very many people would have the guts to come in here and ask me this. So I'd be happy to let you be a volunteer on our team for this

next year." So we started in August of '86 and I worked with that team for that '86, '87 school year.

DePue: Volunteering doing what?

Bartges: A lot of what I did had to do with scouting. Initially I would assist one of the other assistant coaches with scouting reports, but then when it became clear that I did understand what I was doing, I would go and scout teams. I'd drive to Philadelphia and watch St. Joe's or drive up to New York to watch St. Bonaventure, some of the schools that were in the Atlantic Ten at that time. Go to Rutgers, and I did all that on my own. They would reimburse me for gas but, it was something that I enjoyed doing. I went to practice every day and worked with post players. I wasn't a primary but I might pass balls in drills or do stuff like that and just kind of learn. And that was my entrance back into the coaching world.

DePue: Were you a research assistant or a teaching assistant at this time?

Bartges: I was a teaching assistant.

DePue: And are you still thinking, "Okay, this thing with colonial history is my future" or are you starting to now think maybe sports is my future?

Bartges: I don't know that I thought that sports was my future per se, but my time commitment was definitely more towards the sport. I mean, once I got in with that group, it was like, whew, I'm gone.

DePue: But that's not paying any bills at all, is it?

Bartges: No, no. I did my work that I needed to. I still did my classes, did grading, did all that stuff and I still participated as an active member within the history department, as a graduate student should. I went to seminars, colloquiums and all that stuff. I enjoyed it. I had the opportunity to learn from some really excellent scholars including, as I told you, Gary Gallagher who was at Penn State and I had him for military history. He's the guy that you see on the History Channel all the time talking about the Civil War. He's an amazing teacher. He's got an endowed professorship at UVA now. He left Penn State not too long after I did. But he took us to Antietam and we walked the field in the way that the battle was fought. You can't beat that as a way of learning and that kind of showed me a different way of teaching history and experiencing history. So that was good. But my heart was with basketball.

DePue: Did you finish your Masters program?

Bartges: No, I did not. I worked with Lady Lion basketball in '86, '87. During the Memorial Day weekend of '87, I got a phone call from my brother saying I needed to come home. I had talked to my Mom earlier in the week and I actually had gotten some letters too. In retrospect, I should have seen

something. The letters I got from her after Easter – and I think Easter was late that year – I started to see there were changes in her writing and I didn't pick up on it. But, I got a call from my brother saying I need to come home, that Mom had brain tumors and that she wasn't going to live through the night. Well, State College is a pretty isolated place and from State College to home was a thirteen and a half hour drive. So, I needed to fly home. I could have driven to Pittsburgh and gotten out but, he called me and I did get a flight out. I'm not quite exactly sure. I remember I went in to the basketball office and I told Rene I needed to go home. Because we were doing post-season kind of stuff and so I don't know if somebody helped me get a flight. I don't remember that. But, I got home and I got to the hospital. My Mom was at Loyola; she had had cancer before, but it had been a few years and then she'd had this really bad headache that Friday at school. This was the Friday before Memorial Day. By Sunday, I think, it was so bad she finally called my brother and said she needed to go see a doctor. The doctor took one look in her eyes and took her immediately over to the hospital to the emergency room and then they took her to a different hospital where the oncologists were. She had a brain tumor that had metastasized from the size of what they figured to probably be about the size of a pea or a b-b into the size of a softball on the left side of her brain. And it was bleeding out. She said she refused to go into surgery until I got there, and I'm like, "Well, Mom, if you need to go into surgery, go into surgery."

My Mom and I had a very pragmatic relationship but also one that had evolved by this point – I mean, hell, I'm twenty six years old, twenty seven years old – into much more of a friendship. You know, when I was little, I thought she was just wicked mean to me because I had a leash on me that I thought was way too short. I probably deserved that. I actually did have a leash. I had one of those things that you harness … you zip up on the back and you have a leash on it. (laughter). So, yeah, Mom said she would get some licks about that. But she said I was dangerous to myself and any responsible parent would do the same thing.

But, I did make it there before she went in to surgery and she was saying good-bye to me and I'm like, "Good-bye?" I said, "You're not going to die" and the surgeons are saying, "Well, fifty-fifty chance that she'll live after the surgery." And I said, "You're not dying" and she's like, "How do you know that?" I said, "I just know. I just know." They said she came out of surgery and she was alive and she was okay. They said she would never walk. They said she wouldn't talk. But none of that proved to be true. You know, she ended up being able to walk and to talk but she could never drive again and she had to retire from teaching.

So that was May of '87. I stayed home that summer and helped her. Before I had left school that spring of '87 I had accepted a coaching job at a little town called Tyrone, Pennsylvania which is about forty minutes south of State College. You go over the mountain and go down the valley a ways and there was Tyrone. Mom wanted me to graduate. She wanted me to finish my

degree. We pretty much had an agreement that I would go back to State College. I would try to get as much done on my degree and, hopefully, finish it and if the time came that she needed me to come home, she would let me know that. I took a lot of flack for that. You know, everybody in the family saying, I can't believe you're going back to school. I can't believe you're doing this. I can't believe you're doing that and coaching and blah, blah, blah and my Mom's sisters are not athletic at all either and so they were very judgmental of that decision. But they had no knowledge of what my Mother's and my conversation or agreement had been.

DePue: When we talked in the pre-interview session, you talk about three promises. Are those the three promises?

Bartges: The three promises were: before my Mom died, she said she had some regrets but she also wanted me to finish my Master's Degree, quit smoking, and join the church. Those were her three biggest regrets, that she wouldn't see me do those things. She wanted me to promise her that I would do those things. I told her, I said, "I can't promise you that I will join the church, not the same church that you joined because intellectually, I don't know what I believe." Not that Presbyterianism is wrong, but I didn't join the church initially as a child, you know, when most kids in a Presbyterian church join, at age thirteen or so. Because I said, "Well, why would I join this church if I don't know that this is a religion that I want to practice?" Then I'm going to have to renege on what I've said I believe and that goes against my grain.

DePue: Had you been baptized as an infant?

Bartges: Oh yeah.

DePue: Okay.

Bartges: So I said, "What if I want to be a Catholic or what if I want to be a Quaker?" Then does that make me wrong that I committed to this other thing? I don't want to change my mind like that. I don't think they were expecting that argument from a thirteen year old.

DePue: But when you left your Mom to return to school, what was the conversation again? That you went back to school and what else?

Bartges: Went back to school and finish my degree, not just go back to school, but finish my degree. Quit smoking. Then the third one was she wanted to know that I would join the church. I said, "I will quit smoking before I am forty. I will finish my degree, but I cannot tell you that I will join the church."

DePue: But coaching was never part of that specific discussion?

Bartges: Not of the promise. Those promises were when she was close to dying. But the coaching thing was that summer of '87. She said, "Go back to school and coach

because I know that's what you want to do and this is the only way for you to get into it, and I don't want you to miss that opportunity because you're here babysitting me when I don't need it. There will come a time I need you but this isn't it."

DePue: Okay. Now here's the question that I've got for you, because as you've been describing this evolutionary process between history or sports, I hadn't gotten a clear message from you at least, in the conversation, that coaching – I think that's what I want to do. So, where was your Mother getting that? Had that been something you guys had talked about?

Bartges: The year that I worked with Lady Lion basketball, it was evident to me that this was my classroom. You know, I am, in fact, a teacher and I just have a different kind of classroom.

DePue: Okay. From that point on then, you had different goals in mind in your life. Would that be fair to say?

Bartges: Yeah, it was. My goal was, I wanted to coach at the college level. The year I spent coaching at the high school level in Tyrone was eye opening. There is a big difference between developing talent and refining talent and people who aren't involved in sport or the arts may not have an understanding of that. But there is a huge difference. Some people are meant to teach or to coach at the junior high level or at the high school level or at the elementary level or at the collegiate level. For me, I was a much better intellectual and analytical person at the collegiate level.

DePue: The refining of talent?

Bartges: The refining of talent.

DePue: So, is developing talent what happens in junior high and high school?

Bartges: Primarily. Although I did that later in my coaching career and I think I did it pretty well. That was as a more mature adult. At that point in my life, it was like, "Oh, what am I going to do with a seventh grader who is screaming," and the silliness and all that. To me, sport is a serious thing, you know. People say, and this is true – this is a conflict for me as well – people would say, "Well, athletics or sports should be fun." Well, for me, winning was fun. That's what made it fun. When I stopped playing tennis in college, I never picked up a tennis racket again.

DePue: Okay. A nice pause there to kind of reflect on that. Because the competition wasn't there anymore.

Bartges: Yeah. I didn't play tennis for fun.

DePue: You go back to college with this goal of finishing graduate school but you didn't finish graduate school.

Bartges: No, I didn't. The basketball season from November to the middle of February took a big chunk of my time. I completed my comps. I had course work and I was pretty much done with my course work, but I ended up taking a bunch of incompletes because I was still commuting, in essence, back and forth to Hinsdale even though I wasn't staying there. That year of 1987, '88, I put forty thousand miles on my car in ten months. I was going to school and was coaching. The only reason I know that is because I had a new car. I had another car and, I don't know, something went wrong with it. I had problems with it. When Mom became sick, I had a weekend when I needed to get home and I had car problems and my Mom said, you know, this is ridiculous. If you're going to be on this stretch of road during these odd hours that I would drive, I had to leave in the middle of the night, practically, because I had work. If I left on Friday after school, or after practice, and then I'm driving I would get home about eight or nine in the morning. Mom didn't want me on the roads in an unreliable car. So I got a new car. I got a Ford SUV, a light blue and white Bronco II that my dog would fit in. I know that's how much mileage I put on that car because when she died I traded that car in.

DePue: Did you spend the last couple of months with your Mom then at home?

Bartges: I did. Our agreement was that when she needed me, she would call me and I would go – whatever it was I would drop it and leave – and I think she waited for the end of basketball season in February. When basketball was over, she said "I need you to come home now." And I went. But I wasn't smart. Now I could have withdrawn from my classes and stuff. You know, there is an avenue for that. I had no concept of that kind of stuff and I don't know that my advisor ever advised me to do that. Maybe it didn't exist. I don't know.

DePue: Well, it sounds like you had every intention of returning back to Penn State when, unfortunately, your Mom passed away.

Bartges: I did. My Mom died June 22 of '88, so from the middle of February to the end of June I was home. I went back to Pennsylvania a couple times: once for a family wedding and then within a week, a family funeral which was rather ironic really. It was my Dad's brother's wife who grew up with my Dad and my Mom, who died of cancer. She got sick that January of '88 and she died in April. And so I had gone back for her funeral and then Mom died in June. But, I had every intention of going back and finishing. But after Mom died I had the estate to deal with and all of the medical bills. She had more than a million dollars worth of medical bills and some of it… it shouldn't have been that because there was a lot of double billing and a lot of shenanigans as far as I was concerned. And, so, I had the house to sell and…

DePue: Were you the executor of the estate?

Bartges: Yes.

DePue: Where was your Dad in this time period?

Bartges: They were divorced by then. The divorce… I don't think the ink was dry on the divorce papers when she died. I think the final thing came through just a month before she died. And they had been separated since October of '85.

DePue: After you got done settling the estate and taking care of all the property and those things, then what happens next?

Bartges: Rene Portland, the coach at Penn State, connected me with a new coach at the University of North Carolina at Charlotte. He was a new head coach there. He started like July first. Rene connected me with this fellow named Ed Baldwin who was a… I'll refer to him as the teufel.

DePue: Teufel?

Bartges: Der teufel. That's German for the devil. Ed had been an assistant at North Carolina State for Kay Yow, and Rene and Kay were friends and so that's how I got my foot in the door into a different level of college coaching in a different part of the country. I had never lived in North Carolina. I didn't know any people in North Carolina, but it was my chance to get back in to college coaching. The year at Tyrone showed me quite clearly that that was not where I needed to be. So I managed the estate from Charlotte and then Concord, which is just a little bit north of Charlotte. That first year I was a volunteer assistant at UNC Charlotte, unpaid. I could afford to do that - money wasn't an issue.

DePue: Because of your Mother's estate?

Bartges: Yeah. I mean… there was a fair inheritance there.

DePue: Okay.

Bartges: So I decided to do that. I bought a house eventually, not that year. I volunteered for that year. I did on-the-floor coaching, I did scouting, I did recruiting; I did academic advising and counseling. Anything that most any college coach would do.

DePue: You've already suggested that there is going to be some tension here between yourself and the coach. But did you enjoy the other aspects of what you were doing?

Bartges: Oh yeah, yeah, I did.

DePue: And feel like that was where you needed to be?

Bartges: It was. North Carolina was not where I felt I needed to be because A, it was too hot. I'm a winter person, as my imminent move demonstrates. But it was an up-and-coming program. I had a lot of autonomy to do what I wanted to do and initially the experience was nothing but positive. So that was '88, '89. That was our worst year. I think we were right at five hundred. For the next four years we won twenty games a season. We were very successful. That was a period of time of huge growth in the United States for women's collegiate basketball and I went to a part-time assistant with basketball in '88 – '89. Was that right? – '87, '88, 89 – yeah, as a part time assistant, paid. I probably made about six thousand dollars. Then in '89 –'90 I was an assistant women's basketball coach and then I was selected – and I use that term loosely, especially given my current profession – as the head women's softball coach at UNC Charlotte. So I had a fifty percent appointment as a softball coach and fifty percent as assistant basketball coach. I still did all the same things with basketball but in the spring, when we were done playing basketball, my attention was focused on softball. In some ways, you know, those softball kids probably got the short shrift because basketball was my first love.

DePue: Well, I was going to say I hadn't heard any mention of softball up to this point. Did you have much experience in playing softball?

Bartges: I had played softball.

DePue: Other than shagging the balls in the backyard with your Dad?

Bartges: I had played softball. I had played in high school and I had played AAU softball, or ASA softball for years. But, that was an arrangement that the administration at UNC Charlotte made so that I could stay on as the basketball coach. I mean, I couldn't continue to exist on six thousand dollars a year and while away my entire inheritance.

DePue: What does it mean to be a fifty percent assistant coach?

Bartges: It means you work a hundred percent and you get paid for half of it.

DePue: What a deal.

Bartges: Yeah, yeah, it's truly a good deal. Softball really opened my eyes at UNC Charlotte. I had always lived in the world of basketball. The world of basketball is sort of like Hinsdale: It's a surreal world where people have wealth and they have opportunity and they have access and they have connections. Softball is – I don't want to use any of the traditional little cutesy sayings – but it's an ugly duckling. And it is a sport that was not, in a lot of places at this point in time, was not fully funded, didn't have a full number of scholarships. The state of North Carolina played slow pitch softball at the high school level. I had 2.2 scholarships to give and I couldn't recruit pitchers or catchers from within the state because they didn't play fast pitch. So that was a handicap, to say the least.

DePue: This is a personal reflection but it's a blast to watch those games though.

Bartges: Oh yeah, yeah.

DePue: I would think another distinction: you're **the** coach in softball, right? Didn't you find that aspect dang rewarding, finally being in charge really?

Bartges: Yes and no. Is it fun to be in charge and not have a checkbook? Do you want to be the head of your household and not have the checkbook? I'm not thinking so. It was frustrating. I learned through an evolutionary process, and I probably couldn't have told you this at that time, that some people are not meant to be head coaches and I would say that of myself. I don't enjoy being a head coach. I've been a head coach in basketball and in softball and I don't have nearly the fun at it that I do as an assistant coach. I don't have the ability to focus on one thing as an assistant coach for a dedicated period of time when I'm a head coach. So, for me, that was not the best thing and I think that's an honest evaluation.

DePue: Okay. You had alluded a little bit ago about the relationship between yourself and the head coach in basketball. Is that something you can flesh out a little bit for us?

Bartges: Yeah. When I took the softball job, I started to look at budgets, because before I didn't have anything to do with the budget. Now all of a sudden I'm responsible for a budget. When I started looking at the budget, I started looking at the haves and the have-nots and, again, I had never really thought about those things. I realized, Okay, my kids don't matter. And, yes, I'm the head coach and I do have that sort of instinct to be an advocate for my team and, in my opinion, if you don't advocate for your team, then you're not doing your job. So, I look at the largess and the waste in basketball and I compare it to my 2.2 scholarships and the paltry little recruitment budget that I had and the paltry little travel budget that I had and I'm saying, Okay, why? Then I started looking at salaries and by late '92 into '93 I started looking at components of Title IX.

Without getting into long explanations, Title IX is basically assessed in three areas. There are three major prongs of Title IX and then there are about ten sub areas. Those sub areas have to do with access to coaching, access to a trainer, media, travel, scholarships, etc. Those kinds of things that are every day matter of life in intercollegiate athletics in the NCAA. When I started looking at those things and then looking at salary, through a very arduous and unnecessarily slow process—you know, this stuff is supposed to be public information—I finally track down the salaries of the athletic department and I was flabbergasted, just stunned. It was broken out by gender, and that's what really got me because of the women's sports. There were seven women's sports at UNC Charlotte during this period of time; four of the head coaches of women's sports were men and three of the head coaches of women sports were

women. Of, is that right? Is it six or seven? Of those coaches' salaries, the average salary for men coaching women was forty thousand dollars. The average salary of… it must have been six and two… the average salary of the two women who were head coaches was twelve thousand five hundred dollars. There was a huge disparity. Something's not quite right here with my math because volleyball was coached by a woman at this time, and that's not figuring it in here. I'm not quite sure how that works. It's been more than twenty years.

DePue: Bottom line, there is a huge disparity.

Bartges: Huge difference. Then, when you looked at the differences between the assistant coaches, again, most of the assistant coaches were women but the sports and how they were broken out… and then when you looked at the men's sports, and, of course, there were no women coaching men—which is something I've always wanted to do—the salary difference was just exponential. The budget differences were out of whack. I think at the time and enrollment, it's called proportionality, that's one of the prongs of Title IX, one of the three prongs I mentioned. If your university is fifty-four percent men, and forty-six percent women, ostensibly, in theory, your athletic budget should reflect that distribution in how it's funded, because forty-six percent of your student body is women and so you should get forty-six percent of your athletic budget, and fifty-four percent of your student body is male and so fifty-four percent of it should go to the men. That's not true anywhere.

DePue: Well, part of this dynamic always is football.

Bartges: Charlotte didn't have football.

DePue: Okay, well, so I'll finish my thought and then I'll let you pick it back up again. Football, where it exists, always dominates the men's sports; it's a huge team and it eats up lots of dollars. But it also generates a huge amount of money.

Bartges: See, you've just parroted the company line for football. Believe me I love football. My dad played football. I love football. I love to watch it. I know football. But there are probably less than twelve programs in the country that make money that are not through "hocus pocus" accounting. I'm talking about making money so that they make more than they spend. So that they are in the black. The rest of these programs—places like Western, I'm pretty sure Illinois, and pretty sure Iowa—they don't make money. They say they make money because they charge admission and they say that that is the standard. And this was told to me. This was told to me by an athletic director at UNC Charlotte that softball was not a revenue producing sport because you didn't take in any money. I said, "Well, nobody's asked me if I wanted to charge at the gate. We could charge at the gate." Well, "No you can't do that because that's an administrative decision." So, that's a choice.

DePue: Catch 22 there?

Bartges: Yeah, that's a choice that an administrator makes to define revenue production. How do you know that I'm not going to produce enough money to cover maybe part of the costs of my program? Football, as you noted, is a huge team. I mean, some schools—I don't know the NCAA limits—but some schools have a hundred people on their team. It costs more than a thousand dollars a player to outfit a football player – pads, mouth pieces, shoes, cups – whatever it is you need. You need it all. It costs a thousand dollars. So, what's a thousand times a hundred? That much money on uniforms. Then you see these schools that say, "Whew, we're having history day." And I can say because I'm an historian, somebody goes out and buys new uniforms for one game – retro day. You know, how wasteful is that? Football is not a third sex and that's how people want to treat it so they want to put football aside over here and then say, "These are the sports that are left. We have seven men's sports and eight women's sports and it's reflective of the university." Voila, but oh, oh, oh, oh, what's this over here? What's that hundred people over there? What sport for women can compensate for that? There is none.

DePue: Well, this is why it's fun to talk to somebody like yourself that's been in this environment all this time. But you said at the beginning of this, that UNC Charlotte didn't have football.

Bartges: Correct.

DePue: So let's take it back to Charlotte and the personal experience and I think we're going back to the issue of your relationship with the coach.

Bartges: Well, when I started looking into salaries and I started talking to him because at the time we had a decent relationship and he benefitted from this. He's an African American man so he understands discrimination. He understands what it's like to be on the outside. He understands a struggle, or at least I thought he did. I said, "You know, Ed, when you look at the numbers of this, look at the numbers." And I had it all laid out for him. I said, "This is what the head men's basketball coach makes. This is what the assistants make. This is what you make. This is what we make. This is all of it." And the only thing he could focus on in fact, was that the head men's basketball coach made more than he did. You know, it was very narrow.

Ultimately when I pushed, I was rebuked for pushing. I think they actually cut my budget a little bit. What they ended up doing was saying, "Okay, you want money for your softball program, you need to go out and raise money." Well, I can raise money, that's okay. We didn't have facilities. We didn't have all this other stuff. So, I ended up going out and doing some fundraising. Well, what I didn't know in my naïveté was that they had rules about fundraising within the university. I had no concept. I had never done any fundraising before for that. You know, I just sold Girl Scout cookies and I helped my brother sell Catherine Beich Candy for the Boy Scouts, but not this kind of stuff. So you're supposed to go through all these different channels. Well, I

didn't go through one of those channels so I had my wrists slapped for that. Everything was there and accounted for, I just didn't follow the procedure. But, again, they are starting to build a case against me. So, I go back to Ed and I say, Look, this is wrong. This is wrong. At this point in time there was a series of high profile Title IX cases. I said, "Title IX says that these things should be even" or not totally equal, because that equality doesn't exist I don't believe, unless you have single sex education run by the same entity. But the difference in these things… the rule of thumb had been six or less percentage points. So we go back to the '46, '54, so that if there was a 6 percentage point difference in the finances, that it would be acceptable – up to 6 percent.[3] Well, UNC Charlotte was more than 15 percent. So, this 54 is up to 69 and this 46 was down to—I forgot what number I used—30 something. And that's very common.

DePue: That 30 percent of the money going to the sports programs are going to the women?

Bartges: Yes, and 46 percent of the student body is female and 69 or 70 percent of the money are going to male sports programs and 54 percent of the student is male.

DePue: Does that include scholarships?

Bartges: Yes. That's one of those components, ten components that fall under it, sub areas. So, proportionality is just one way to be compliant with Title IX. The other is to show a history of expansion, which Charlotte couldn't do because it had cut swimming and diving. The third prong is to show that you're accommodating interests of the student body. Well, there was a push on campus to add soccer. They had a women's soccer club. They had continually been turned away. No, no, no, we are not adding a women's sport. So, what happened is, I filed an OCR complaint – an Office of Civil Rights complaint – with the Department of Education saying what my belief was, and I signed my name to it, which was unheard of. Most people file them anonymously. My contention was that they were not compliant in Title IX and in any of the prongs and that they were out of compliance in the sub areas as well. I had to go through this whole process of official government stuff: filing the papers, having interviews. That triggered an investigation of the University.

DePue: Is this something you're doing in the federal courts system?

Bartges: It's not a federal court case. This is an investigation through the Department of Education. It's not legal yet. It's legal in the sense that it's an investigation by the Office of Civil Rights. So, it's any kind of an investigation that the government runs based on discrimination.

DePue: Okay.

[3] Now this is lower, 1 – 3 percentage points. EB

Bartges: It wasn't from the University. It wasn't an internal thing. I went outside the University. The investigators came on campus. They interview athletes. They interview coaches. They look at budgets. They look at the money. They talk to sports information. They look at facilities, courts, fields, etc., depending on how you file your complaint. If you file a complete complaint, they will investigate everything you lay out. If you only file one thing, that's the only thing they will look at. This is where the legal part of my interest fell and my understanding of Title IX. So, I went through, I hit all three prongs and I hit all of the sub areas.

DePue: What are the three prongs? Can you refresh our memory on that again?

Bartges: That's the proportionality.

DePue: Okay. Go ahead.

Bartges: A history of expansion for the underrepresented gender. So it could be men at some schools. Accommodating and meeting the needs of the student population. If there is need or a desire expressed to add teams consistently by a segment of the population, those needs and interests are accommodated.

DePue: Such as the soccer program.

Bartges: Soccer. So as the softball coach, I'm doing all this. Well, here comes the Office of Civil Rights.

DePue: You're handing me a document here. Document number 04-93-0242. Pretty thick document.

Bartges: Thirty-four pages.

DePue: This is the results of their findings.

Bartges: This is the result of the finding of my OCR complaint and it's never been public. I've shown it to a few people over the years. It is a vindication for me in terms that the OCR found that UNC Charlotte was out of compliance in all three prongs, which had never been done. No school had been found out of compliance with all three prongs under the law, as the law progressed. Title IX has progressed, you know; there have been what they call letters and there's been addendums to it, and then, I think, six or seven of the ten sub areas – travel, scholarships, facilities. So because of this, the Department of Education, the Office of Civil Rights, required UNC Charlotte to add sports programs and coaches because the women were underrepresented in those areas. And Charlotte agreed to it. They had to sign off on it.

So, at that point in time, all of a sudden my job as an assistant basketball coach was now being made into a full-time assistant coach: from 50 percent to full-time because of that finding. So what they did and what they didn't do, different than what they had done before was, they had a search. They

conducted a search for an assistant women's basketball coach, my job. They did it in a really quick manner. So it was in the spring. It was softball season, I had applied and I get a phone call in the morning, some time in the spring. I was already at the softball diamond because we had a game that day. I had to lime my own field. I had to put the bases in. I had to get the scoreboard set up. I mean, I had to do all of the managerial, turf management, everything, stuff that went with getting a ball field ready prior to the game. The men's baseball coach wasn't out liming his field. I get a call saying, "We're offering you an interview for this basketball position." And I said, "Great." And they said, "It's today at two o'clock."

Well, I had a game that day, or maybe it was at Noon because I went to lunch with Ed. So, maybe at eleven. Interview at eleven, went to lunch with Ed, came back interviewed, something else, then I had to go to my game. I didn't live in Charlotte. I lived outside of town and it was already late morning. I was in shorts, my outside coaching apparel, and I said, "Okay, I'm dressed for a softball game." "Oh, that's fine, no problem."[4] I get up there and I meet with the sports information director and I meet with the athletic director. Ed and I go to lunch and I come back and I meet with somebody else and I go, "Thank you very much." "We'll be in touch." And I go back to coach my game. I do have to go back to one thing. The very first question the athletic director asked me was, and I can see her sitting there clear as day…

DePue: Her?

Bartges: Her. Yes.

DePue: Okay.

Bartges: There is a word for women like that. She said, "So, which sport do you prefer – basketball or softball?" I said, "I don't think that's a very fair question. Obviously, I coach both because I have to but if I say I prefer basketball, then my softball job is in jeopardy; if I say I prefer softball, then why have I applied for this basketball job." I said, "I can't win with an answer on that question."

DePue: And you said that?

Bartges: I said that. It was the truth. The way I viewed it, I viewed that as a kicker. My heart was with basketball. I wouldn't have applied for the full time position if I didn't want the basketball job. But softball was… I had a commitment to them too. Well, I didn't get the position, surprise, surprise. When I asked why, they said I was unprofessionally attired and I didn't carry a briefcase. Imagine that. So, that was just a fix. That was retaliation for that document sitting right there.

[4] Added to transcript: I had already worked there for five years. It wasn't like they didn't know me. EB

DePue: But, you'd described Mr. Baldwin before in a not very flattering way and yet, you were having lunch with him that day which sounds like you had a fairly cordial relationship at that time.

Bartges: That was part of the interview. You know, our relationship had deteriorated probably starting in about … I got the softball job in '90, probably in '92. There was a change there, as well. There was another change that he … I don't know, he … Ed's a very biased man, in my opinion. In '92, when I had started to look at salaries and things, he started to look more closely at some of the things that I was doing and my experience with him questioning my sexual orientation. That was about in '92. The woman that I worked with, Ruth Helmly, had gone to the University of North Carolina – Chapel Hill for her Master's Degree. She had been in – I don't know if it was physical education or kinesiology or what they called it there—but that's where she did her Master's Degree. She was from a little teeny, tiny town in South Carolina and Chapel Hill was probably the big city for her. When Ed took the job at UNC – Charlotte – remember he came from NC State with Kay Yow. Well Kay Yow was also very good friends with Sylvia Hatchell who was, and still is, the women's basketball coach at Carolina. Ruth was a graduate assistant at Carolina. So Sylvia knew Ruth. Sylvia knew Kay. Kay knows Ed. So you triangulate that out and that's how Ruth got there, just like I got there through Rene Portland of Penn State. It was just a different triangulation. That's how those things work.

So Ruth was there. She was a full time paid assistant, limited basketball experience, but she was the first assistant and I was the fifty percent assistant. Ruth and I were friends. We did things but we're not… She was very southern, very southern and to her, I was just way out there. I went one time to her place. Her folks lived down in the Tidewater area of South Carolina, not very far from Hilton Head, beautiful place, right on the river there. When we got there she said, "Don't tell my Daddy I work for a black man." I said, "Excuse me. Has your Dad not seen the media guide?" "No, I never show it to him." Again, this was new to me. I had never experienced anything like this. I said, "Well, why not? What difference does it make?" And she said, "Well, my Daddy would make me quit if he knew I was working for a black man." I said, "You have got to be kidding me." She said, "No, if you can't not say anything then we need to go." I said, "Oh my God." I mean I had never experienced anything like that in my life. It didn't come up so I didn't have to. I said, I'm not going to lie, but I can't see why it would come up. I mean, Ed is Ed. It isn't about the color of his skin, but that was just the mindset.

Ruth had a friend from graduate school at Carolina named Laura Finch and Laura and Ruth were friends. They were in the same program at Carolina. Different advisors and stuff but, they were in that same group of people that you connect with in graduate school. So, I had met Laura through Ruth in 1989, and Laura was then a Ph.D. student at the University of Illinois. She's a sports psychologist, so her advisor was Dan Gould. So she had gone to Illinois to

study with Dan. Well, after the first year at U of I, Dan left U of I and went to UNC-Greensboro as a tenured full professor. Well, that's her advisor. Laura followed Dan to Greensboro, UNC-G. So, Laura was back in North Carolina. Ruth and Laura were friends; that's how I met Laura.

At some point in time there, Ed asked me one day, "Do you think that Ruth and Laura are involved?" And I said, "At what?" He's like, "Involved, you know, like Lesbos's." I said, and I'm thinking, where is this going? "No," I said, "No, I don't think that." I said, "Of course, I don't know that because neither one of them has ever said anything to me like that but I don't have any reason to believe that." And, again, that was the truth. I had no concept. It wasn't on my radar. I wasn't thinking about that. He said, "Well, you know, if I ever found out you were gay, I would fire you on the spot. You would not even be able to clean your office out. You would be escorted out of the building and that would be the end of your coaching career." Then he turns around and he says to me, "Are you gay?" I said, "No. Even if I was, do you think I'd be stupid enough to tell you that after you said this, the former statement?" I'm like, "Where is this coming from, what is this?" He had no answer for me.

DePue: Well, I'm just speculating but it sounds to me like that was where he wanted to end the conversation in the first place.

Bartges: In retrospect, yeah, I'm sure it was. I'm sure it was. I may have the date off a little bit but he was… In all honesty, I could one hundred percent say that, No, Laura and Ruth weren't involved because Laura and I were involved. I mean, that's my partner. We've been together for twenty years.

DePue: You were involved at that time?

Bartges: Yeah, but she lived in Greensboro. I lived in Charlotte. We had different professional spheres so there was no reason for Ed to ask that. He had very little interaction with Laura other than working. She worked his camp sometimes. But very little involvement. He was just fishing. He associated Laura with Ruth and that's because they were friends from Chapel Hill but they were never involved. I think he was just fishing. But this was his way of telling me, if this were found to be true, you would be gone and your coaching career would be over.

DePue: Did this happen before you made the OCR complaint?

Bartges: You know, what's the date on that? '95.

DePue: April '95.

Bartges: They took a long time to do that. That complaint was filed probably in, well, it was at least '94. Yeah, he said that before the OCR complaint, I think. I couldn't swear to it. You know, it is a lifetime ago.[5]

DePue: Okay. I'm going to go back a little bit and you don't have to answer these if you don't want to. You recall when, roughly in your life, you identified yourself as being gay?

Bartges: I was probably an undergrad, or maybe my senior year in high school. But that concept was foreign to me. I had no knowledge of it. I played summer ball with people that were older than me, and they were always pretty discreet about how they talked about things. But, again, when I kind of would let the fog that I was perennially in raise a little bit, it would be like, Oh, okay. But it wasn't anything that was real blatant and I wasn't involved with anybody and it was probably… It was probably about my sophomore year in college that I realized what my feelings had been. Why I was not interested. You know, I had not really dated anybody of the opposite gender. It didn't interest me. But it wasn't like anything I ruminated on, or anything that I even thought about. It just was.

DePue: Well, this is '94, '95. We're talking how many years later now. But you're still obviously not public with that fact.

Bartges: Oh, no, that's not true. Pretty much everybody here at Western knows.

DePue: No, I mean in1994 - at that time.

Bartges: Oh, no. No, no. No, because as I got more comfortable with the realization, I knew that that would be a death knell for me in coaching. Regardless of whether it was right or wrong, the biases towards lesbians within sport was so strong and so irrational that my career would have been over.

DePue: You recall any specific incidents? I mean you certainly laid out this one with the coach. Anything else that stays with you?

Bartges: (pause) I remember – and this isn't necessarily related to sexuality per se – I remember my first year at UNC - Charlotte. And, again, this is my lack of experience. I was going out to lunch with the Athletic Director, who was, as you know, a woman, and the volleyball coach, and maybe the business manager who was also a woman at that time. I was in the backseat; I remember sitting in the backseat. These were people I didn't know. They all knew each other but I was new. I remember the AD sort of turned around in her seat—seat belt laws were not really the thing then—but turning around in her seat and saying to me, "Well, so, are you saved?" And I said, "From what?" It was totally foreign to me to have somebody ask about my religious beliefs and so, for her to ask me if I was saved, I didn't have any connection with what she was talking about. She

[5] Added to transcript: This incident happened **after** the OCR complaint. I have reviewed a time-line and it was indeed after I filed the complaint. EB

said, "Saved, you know, reborn, born again." I said, "Well, you know, I don't want to be rude but where I come from people don't ask other individuals about their religious beliefs or their affiliations. That's a private thing. That's not anything that I care to talk about." I think she was kind of surprised by that. But, I don't think I had ever had anybody ask me a question like that. Not that it's illegal. I mean, it is if you are interviewing people for jobs.

DePue: Uh-hm.

Bartges: But, it was just bizarre and it just kind of set the tone and when some of the things that came up that, I've always been very astute about my public interaction with players. I would never walk into a locker room without knocking. Even as the same gender. I never would put myself in a position to have anybody question my ethics or morals in regards to my team. That is a line that cannot be crossed and you see it a lot. Much less in the gay community than you do male-female. Usually when you read about a coach having inappropriate relations with players, it's a male coach with female players. So I was always extremely circumspect, just very, very aware of it. I didn't go out to places and party or be seen at gay bars or anything like that. That was just not my scene. I lived my life a homebody. I would be gone from May fifth to August eighth on the road recruiting. I might be home eight days during that period of time. So I was always very careful.

DePue: Well, let's get back to …

Bartges: And it was confining. I didn't realize that until I came here how confining it was.

DePue: Let's get back to 1994. I think that was roughly the timeframe that you interviewed for the job and weren't selected. So, if I get my math right, you're now only fifty percent softball coach.

Bartges: Yeah. '93, '94. Because we moved here in '94. Yes, I'm at fifty percent softball coach at twelve thousand five hundred dollars and Laura was in graduate school with a graduate stipend. I had a house. We didn't have a lot of money.

DePue: You were living together at that time?

Bartges: I was trying to think if she had moved to Charlotte by then or not. Probably had.

DePue: Okay. But ''94 is the year you make the move here, right?

Bartges: Yes, and, Laura is a sports psychologist. She has a Ph.D. in kinesiology with a specialization in sports psychology. She got a tenure-track position here at Western and so, rather than wait for the inevitable, I resigned my coaching position. Because of this [the OCR complaint], they had to hire more assistant

coaches. So, I had an assistant coach that I got to hire. I told Amy Sawdy that I was leaving and to use her honeymoon well. She's still the coach there.

DePue: Okay.

Bartges: She married the ticket manager and they have three kids.

DePue: Did they … did you pursue coaching opportunities once you moved here?

Bartges: Yeah, I did. I pursued coaching opportunities at Western a bunch. There was a large amount of turnover in this program here in assistant coaches. I had applied for assistant coaching positions at Monmouth, which is D III. I had been coaching at Division I level. I had coached on a team that was thirteenth in the country at Penn State. At Charlotte, we were third in the WNIT [Women's National Invitation Tournament] one year. We had four consecutive twenty-one seasons, successful recruiting; fifth highest GPA in the country for my softball team. [I applied at] Quincy, Monmouth, Illinois State, Bradley. Couldn't even get a phone call. It's most commonly referred to as blackballing. People on my reference list were Pat Head Summitt, the women's coach at the University of Tennessee. Rene Portland at Penn State and Bonnie Hendrickson who was at, I think she was at Virginia Tech then. I couldn't even get a phone call?

DePue: This is an allegation on your part and you obviously feel very strongly about it. What do you contribute being blackballed for?

Bartges: Filing that OCR complaint.

DePue: Would there be anything else?

Bartges: Well, certainly moving here with Laura would have indicated that there was a relationship. But I don't know how. I suppose that could be a factor. Because that's one of the things that coaches talk about. It's called the whisper campaign where they talk about, "Well, you don't want to go play for that woman, you know, because she has gays on her team." Or, "There's lesbians on her team," or "She's a lesbian." Straight, married, female coaches use it and male coaches use it as a means to negatively recruit against women. That's not an allegation on my part. That's documented. You can look in the literature and find all kinds of stories about that.

DePue: Are you talking about in the recruiting wars? When somebody's going after a candidate?

Bartges: Yep. They are going to sit in your living room and they are going to say, "Well, do you want your daughter playing for that lesbian?"

DePue: And talking to the parents probably as much as anybody, huh?

Bartges: Uh-hm. Yeah, it's all very hush, hush. It's all very under the table. It's all very insidious but it's endemic and it's one of the reasons why you don't see as many female coaches, I think.

DePue: Okay. Well, then you've just closed the door to a big part of your life. Because up to this point you've been—if I could put some words in your mouth here—you had defined yourself as a coach, especially as a basketball coach but certainly liked it enough to define yourself as a coach. And that included softball as well. Now that door has been closed. So, what's your feeling at that point?

Bartges: I was angry. I was very angry.

DePue: Angry at?

Bartges: (pause) I think I was probably… Also, in conjunction with this OCR complaint, I had filed a civil case myself against the state of North Carolina and the process of that was still going on when we moved here.

DePue: What was the allegation in the civil case?

Bartges: Title VII, Title IX, equal employment discrimination.

DePue: Based on the salaries?

Bartges: Based on gender.

DePue: Okay.

Bartges: Which was, you know, verified by salary. That was me personally. That was a case that was not successful. It was thrown out at the appellate level and I couldn't even tell you a year. It was probably '97. The OCR complaint brought change to UNC-Charlotte that needed to be made. Teams added, coaches added, scholarships, travel, media. You can read through it. It enumerates it. I know I did the right thing. The kind of things that I was complaining about were now remedied through that investigation. But, I gained not at all from that. In fact, I lost my job. That was part of the suit as well, that retaliation. I lost my basketball job because I had filed that complaint. So, I was angry. Moving here was probably a good thing. There really wasn't a choice for me because, Laura and I were four or five years into our relationship, and she had much more educational training than I did and a much narrower field to get a job. So she wasn't going to be throwing away her education to follow me on a coaching trail even if I could get a job. And by that point I couldn't get a job. So it would have made no sense.

DePue: Did you go looking for coaching positions in this area then?

Bartges: I did. I worked at the high school as a librarian for seven point four years and early on, I couldn't even get an interview with them, at the Macomb High. There I heard the lesbian thing. Well, do you want your daughter playing for somebody like that? Well, what do you mean somebody like that. You don't know me. You don't know my basketball philosophy or anything else. But somewhere, somehow, that came to pass. Again, people see where you work, if they call your previous employer. They do it illegally but they don't care. There is no retribution for that. So, I have no doubt in my mind. Again, like you say, truly it is an allegation. I couldn't prove it in a court of law but I know what I know.

DePue: So you ended up being a librarian here in the college or in the … ?

Bartges: No, at the high school.

DePue: In the high school.

Bartges: Yeah, and I did that and eventually after a couple of years I did get an assistant coaching job at Roseville High School in Roseville, Illinois which is about twenty miles from here. I was an assistant there … at the junior varsity and the assistant varsity coach for two or three years. I don't remember exactly.

DePue: Was it good to get back to the coaching again?

Bartges: It was but it was hard because I had been away from high school coaching. Like I said, there is a big difference between refining and developing talent. I was hard on those kids. I'm taking kids that you have to deal with a gene pool of the town. You don't get an opportunity to go out and recruit and their idea of competition was different than mine.

DePue: Some of them were probably in it for the fun of it.

Bartges: Probably. Probably most of them were. And that's okay. I had to realize what I was doing and then I got a job as a junior high coach here in Macomb. I was the eighth grade coach for a couple of years and that was even more different because those kids were even younger and it was even more… In some ways it was actually better than junior varsity because the kids were more of a clean slate. They didn't have some of the bad habits. From there I moved up to an assistant at the … eventually, people came to realize that I didn't bite and that I was an ethical person. At least I feel like they trusted me with their children. There wasn't anything I had ever done to make them not trust me. But people work on assumptions and, I was the assistant high school coach, jv, and the assistant varsity coach and I still coach an eighth grade team. Then I got the head coaching job and I did that. I retired from the head coaching job at Macomb High in 2003, I think.

DePue: Okay. Why did you retire then?

Bartges: December twentieth of 2002, shortly after I had started working here at Western. I started working at Western in January of 2002 but I still continued to coach and then I also had gone back to school to finish my Master's Degree here. We were coming home from a game in Orion, Illinois. It's northwest, up towards the quad cities. It was December twentieth and they had opened a new bypass on US Highway 67 that went around Roseville, so you didn't have to drive through town anymore. It had just opened the week before. And it's a big sweeping curve. Well, Route116, I think it is, which is the road that came out of Roseville, headed west, had always just been a straight shot. And this new traffic pattern opened. Well, we're coming from Monmouth essentially on 67 South and I'm talking to my assistant coach. I was in the front passenger seat and he was in the front driver side passenger seat. We're talking and I'm watching this car. I'm watching the car on the horizon and I can see its lights and I'm looking at the bus and I'm just… My brain is just kind of gnawing at me. It gets closer and closer and then I realize at some point that this car is not going to stop. And the car t-bones the bus. And right before the car hit the bus, I stood up from my seat and I sort of… You know the silver bars they have there, I grabbed onto one of those bars and I leaned over and I screamed, "Shit!" It's probably a good thing that I did that because the kids that were laying down, when they heard me swear, they sat up. The kids that had headphones on that were lying down didn't hear me swear. Those were the kids that were hurt. The kids that were laying down got thrown into the seat and the kids that were sitting up got only the front of their legs, their shins, got hurt. Well, the bus was going sixty five miles an hour. We were hit broadside right behind the driver seat, and the rear axle and drive shaft were shattered. The car got wedged underneath the bus and then the bus drug it and eventually the cab separated from the front of the vehicle at the firewall. We went down a seventy foot embankment, hit the berm, and then came back up and landed on the side of a field. When they built this bypass, they had built the road way up. Landed on the side of a field at about, I don't know, what is that, ninety degrees.

DePue: No, well, that's about thirty, forty degrees.

Bartges: Okay.

DePue: Anything higher than that you would have been rolling.

Bartges: That's what I was afraid of. We didn't roll and it took almost a mile for the guy to get the bus stopped. My assistant coach is yelling, "**brakes, brakes, brakes**." And I'm like, "**no, no, no**", because if he had hit the brakes we would have flipped. Clay Brown was the bus driver and he did an amazing job keeping that bus upright. When we finally got stopped, the kids are screaming and there is just chaos and it's dark. It's December twentieth. It's ten thirty at night. One of my rules on my team was that you must wear shoes with socks and, boy, am I glad that was one of my rules. Because kids like to wear flops, you know, what I would call thongs, on their feet. And here we are, kids screaming. One of my kids yells back to me—Shay Rosborough, I could still

hear her—she says, "Bartges, I'm going to open the back door and jump out." And I said, "No, do not do that". I said, "You have to realize how this bus is sitting right now. Do not move. Do not move". I had three questions for them. I said, "Is everybody conscious? Is anybody bleeding? Does anybody feel like they have broken bones, like there is something poking through their clothes or anything?" And it was no to everything. So, everybody was conscious. There was no bleeding and there were apparently no broken bones. So I said, I will walk down the aisle, because there was stuff everywhere. I mean everything had just been thrown all over. My bag was six seats back from the impact and then going down that hill. I said, "I will clear the aisle so that we can walk out. Coach Scott will stand outside the bus and help you off," because the door was on the high side. So to get down, without shaking that bus too much, get your coat and that's it. You don't need anything else. Leave everything. When I get to you, you come off two at a time and Coach Scott will help you and then I will clean the aisle on the bus and we'll keep going.

Excuse my voice. This is part of that accident. I got back. I got all the kids off and away from the bus. And, of course, what I had counted on was cell phones. I had to come back on the bus to get my cell phone. I finally found my bag. Called 9-1-1 and I said to them, I said, "Expect fatalities in the car." I don't know how anybody could have lived in it. It sounded like a pop can. You know how when you rip a pop can.

DePue: Yep.

Bartges: When the rear wheel of the bus ran over the car it got stuck and it was dragged by the bus. What I didn't realize was the car had separated. The cab was okay and the bus ran over the front end, the engine part. I get off the bus and I call 9-1-1 and they say "What is your emergency?" and I said, "I'm Macomb High girls basketball team. We've been hit out on the bypass 116. Somebody ran a stop sign. Expect fatalities in the car. It's a white two door Dodge Colt." And she's like, "How do you know that?" I said, "I saw it." And I did. I had watched it the whole way.

So help came to us very quickly and the town of Roseville was really great. I used to coach there. Of course, they didn't know it was me but they sent a school bus to take the kids back to Macomb. The ambulances came and I think we had four kids go to the hospital. I sent one of the assistant coaches with the kids in the ambulances but I felt I needed to stay and deal with the police. It was a life changing kind of a …

DePue: Well, it sounds like you had injuries of your own though.

Bartges: I did. I had two broken vertebrae, herniated disks in my cervical spine and then herniated and bulging disks in my lumbar spine as well. The fractures were thoracic fractures. I don't remember feeling any pain or anything like that. I mean, I lifeguarded for thirteen years and you do what you need to do when

things like that happen. It wasn't until maybe a day or two later that I even really realized my own condition. But it ended up, I had a spinal fusion. When they do a cervical spinal fusion they go in from the front and they go over your vocal cords. This is one of the reasons I had to retire, too, is that my voice comes and goes. I can be talking and I'll just be fine like I am now and then all of a sudden my voice is just gone. I coached for the rest of that year and then I coached the next year. It was too hard. I couldn't do it. I couldn't ride on the bus. How can I supervise my team if I can't ride on the bus? What if I had not been on the bus that day? If I had been driving in a car behind? I couldn't have been effective. So …

DePue: Well, that gets us to the point where we kind of started here in terms of the discussion of this project.

Bartges: Uh-hm.

DePue: And it's about this same time you already mentioned that you got back into the Master's program.

Bartges: Yeah. As soon as I got my job at Western, like I said, January 2002, I started back to school. I knew what I wanted to do but I didn't know what I was going to do.

DePue: Were you doing that for your own personal reasons or because you had promised your mother long, long ago or both?

Bartges: Both really. At this point in time, I had realized that well, A. I promised to my Mom—and my Dad continually reminded me about that, uh, he nagged me about that, justifiably so. But it became evident to me if I was going to get hired at the University into an area or different areas, academic advising is really where I tried to get hired because I had done it for years with my team. And the kids were very successful, a very hands on kind of style with academic advising, but I felt it was something that was important. But I couldn't get hired without a Master's Degree. It wasn't required like it is now but it was preferred and there were so many people that had Master's Degrees and I didn't. The incompletes that I mentioned, that I had taken in my classes, I said if I had known I would have withdrawn. Well, those incompletes turned to F's. So I was screwed. My Penn State transcript looks like, you know, a victim of St. Valentine's Day Massacre or something. It's just horrid. It was just because I didn't go back and I didn't do the responsible thing. I didn't withdraw from my classes. So I transferred some credits from Penn State—as many as they would permit me—because I had finished a bunch of credits. So I transferred three classes in history, then I started back that summer. The most I could take was six credits a semester because I'm still a Civil Service employee. But school is free at any state institution. So, I started here and I finished in May of 2005 with my Master's Degree. But in 2004, probably in the spring of 2004, I was looking for something and it had to do with girls' high school basketball. I

don't know if it was because of my own involvement, I'm sure it was probably something I was looking for. The IHSA has a wonderful website with records.

DePue: When you say you were looking for something. You were looking for something to do a Master's thesis on?

Bartges: No, my advisor, Virginia Boynton, who is now the Chair of the History Department here, she was saying, "Well, you're going to have to pick something." We had talked about some things, but I did an independent, or directed study with her. She let me do a sport history kind of thing and I thought, "Now, this is very interesting to me."

DePue: You had lived this for the last twenty some years.

Bartges: I know, I know. But it never dawned on me to do it as an academic area. It just didn't. I don't know why. I don't know any sport historians. I didn't at that time. There certainly wasn't anyone here who was a sport historian. And, the sport historians at Penn State, who are very famous, the ones that were there when I was there weren't in the history department. They were in the kinesiology department. John Lucas and Smith, can't think of his first name. I think his name is John Smith. John Lucas is an eminent Olympic historian. I had him for class. I ended up dropping that class because I thought, "Well, what am I going to do with this? It doesn't fit in. Where does this fit in my colonial revolutionary stuff?" Now, I wish I hadn't done that. But, because of that project, because of that course that I took that spring, I sent Dr. Boynton an email and I said, "What do you think about this?" I was looking for something and all I could find had to do with boy's high school basketball in Illinois. I was looking for any kind of literature, like a book, an article, anything that wasn't records or statistics, that the IHSA would have. They have a comprehensive website, one of the best in the states that I know. And, I have the oldest rebounding record in the state. (laughs) April of 1976.

DePue: You are a rebounding phenom.

Bartges: I was. I had thirty boards in a game.

DePue: Whoa.

Bartges: There are some really impressive basketball players that have come out of Illinois. But that record—I think I'm in about ninth place now but for a long time I was about third. But their site is very interesting. When I tried to find written [material], a book or article information on girls' basketball in Illinois, there was nothing. I could find things like these things that I brought you. The most famous of them is *From Six-on-Six to Full Court Press: A Century of Iowa*

Girls' Basketball by Jan Beran. This is an Iowa City book too, 1993, Iowa State University Press. [6]

DePue: All the better, huh?

Bartges: All the better, you know, and then there is *Only Dance in Iowa, a History of Six Player Girls Basketball*.[7] So, that's nineteen …

DePue: All of this reflects just how much of a phenomenon that was in Iowa.

Bartges: Yeah. This was 2004, okay? So I find this stuff about Iowa. I can't find anything about Illinois. So then that got me to thinking, and it got me to thinking about my own experience. It got me to thinking about the people that I knew. So I went to the chair of the history department at the time and I said, Dr. Balsamo, instead of doing a Master's thesis, I would like to do a special project. At the time, and I don't know if it's still this way or not, the catalog listed three options as capstone kind of things that you could do for your degree. One was the thesis, and that required x amount of course work, thirty two credits of course work and a thesis. Then there was what they called the course work option. No thesis, no project and I think you needed thirty six or thirty eight credits of course work. Then there was this Special Project which was somewhere between the two in course work. I think it was thirty four credit hours and the project, but the project had to be approved by the chair. So I went to Dr. Balsamo and I said I would like to do this project and I would like to do an oral history project. I know a lot of these people because I was born and raised here and I was active in high school basketball during the time that these things went on. These people are getting older and I would like to do some oral history with them. He said, "No." (laugh) And I said, "Why not?" Of course, by this time I'm not a traditional student, I'm not your average twenty two year old coed who just got a Bachelor's Degree. I'm forty-five years old. Well, forty-four years old. And, he said, No. I said, Why not? He said, "Well, who cares?" I think he was just trying to antagonize me. I said, "I care." It's ridiculous. You look at these things. You look at these things that are written about … there's things about Iowa, things about North Carolina, things about other states and there is nothing from Illinois. What better historical project could there be? It's new. It's not redundant. And it's needed. It's women's history. It's sport history and I think it would be a great project. And he said, "No." So finally I went back and I talked to Laura about it and I talked to Dr. Boynton about it and we talked about some things. In the end, I went back to Dr. Balsamo and I said, "Fine. You want to be the one who is responsible for these women's voices being unheard for the rest of eternity and that their stories going untold, you're willing to take that on your shoulders. You're making the

[6] Janice A. Beran, *From Six-on-Six to Full Court Press: A Century of Iowa Girls' Basketball* (University of Iowa Press, 1993).
[7] David (Max) McElwain, *The Only Dance in Iowa: A History of Six-Player Girls' Basketball* (Bison Books, 2004).

judgment that their stories are not worthwhile. If you can tell me that, then fine." He wrote me back, "Fine, do it." (laugh)

DePue: Did part of your discussion include, we're talking about the dawn of Title IX athletics in Illinois?

Bartges: I don't think I couched it that way. I really didn't. My idea was not fully formulated yet.

DePue: Because in my mind that's a very significant part of the argument for doing it.

Bartges: Well, as it turns out, it was part of a very significant portion of the interviews; my first presentation, in terms of using the interviews, was on Title IX, and so was the second one. Because when I went back through and I had my list of questions that I asked these twenty-six people, there were three different kinds of questions that pertained to Title IX, so I used the information from those for that work.

DePue: Well, now we go in to a more historical graphical kind of discussion about this thing.

Bartges: Oh, good.

DePue: Well before that. How much training did you have as an oral historian? What did you know about it.

Bartges: Zero. Zero. None. None. In retrospect, it's like when you wallpaper something. You can always find a seam that's not quite matched up. So I can look at these critically and say, this was a mistake and that was a mistake. Starting with the Gift of Deed kind of thing. I had permission. Dr. Boynton was helpful and very supportive but she had no experience in oral history. Where she was most helpful is she just let me be me. If I had questions or I had problems or I had crises that came up, she would listen to me and try to give me her best intellectual counsel. But she's not a sport person and she's not a Title IX aficionado or anything else. I did searches on the internet for oral history and got information and became pretty much self-taught. It's apparent in some of the interviews. I'm not a camera person either and I didn't just do audio tapes. I opted to do video tapes as well because I felt it was important to put a face with the sound of a voice. There is just something to that. Some of the videos are a little bit dark but …

DePue: Does that mean you are disappointed that this is not a video interview we're doing today?

Bartges: No, no, no, not at all.

DePue: Okay.

Bartges: I'm not the focus of the project. The project is because of these people who helped me, unknowingly, become and be able to do what I do.

DePue: Let's then talk about the focus. What did you set out to study and to look at?

Bartges: Originally, my purpose was to illustrate how behind and—quite honestly, bass ackwards—the IHSA was. That went back to my playing days. By the time I had been through all these different levels of coaching and everything else, I realized the experience that I had that I said I was happy and contented with, was not what it could have been. And it wasn't from lack of effort on the coach's part. It was from a lack of commitment and sort of a paralysis, I felt, of the administration of the school.

DePue: Okay. The IHSA. Does it still exist?

Bartges: Oh yeah. That is **the** power in the state.

DePue: Okay. So you started off with—well, what I would consider as an historian—a bias in this process.

Bartges: Yeah, I would have to say that, just because I had experienced it. So, I think in order to not have a bias you would have to have somebody who had nothing to do with it.

DePue: How did you reconcile yourself to that when you were in the midst of doing the interviews themselves?

Bartges: I tried to keep myself out of it. You know, initially when I made contact with people, I didn't tell where I went to high school. I didn't tell them that I had played in a state tournament. I didn't tell them what my thoughts about the IHSA were. Now certainly there is some little chit chat; they might say, where are you from? and maybe at the end of an interview I would tell them. But I didn't want to bias them with my biases because I recognized my bias and my bias is pretty strong. Mostly because of the rigidity of the IHSA. Now, I think that that has changed some. There are certainly some people in the IHSA—Sue Heinrickson, would be a good example—that have tried to make the experience as competitive and as well rounded as possible.

DePue: When you first started this, it kind of suggests that Title IX wasn't necessarily part of what you wanted to be looking at closely?

Bartges: It wasn't what motivated me. I mean it was certainly that I knew because of my dealings in UNC - Charlotte. So it was something I wanted to ask about. But my premise was that Illinois was behind in adding girls' sports and I wanted to know why. Why did these people who coached and refereed and were administrators and in the high school and also in colleges, I mean, I have college people as well. They weren't just high school coaches and officials. I wanted to see what the college people were doing. If Illinois was behind, what

did the college people do to try and accelerate the process? Because as I learned when I was in North Carolina, and you remember me talking about slow pitch softball, if you can't recruit kids from your own state, it's much more expensive. So I would have thought the colleges would have been putting pressure on the IHSA to get these things added. That was an interest of mine as well. But overall, my question that I started with was, Why was Illinois so late adding some of these things? I certainly had ideas. I wondered about sexuality. I wondered about access. Was it the lack of facilities, was it resistance from the administration of the IHSA? Were they just a bunch of good old boys and they didn't care or didn't have to listen to women? What was it? The interview with Ola Bundy—I think if you listen to the entirety of it—was a much more extensive interview – four hours – and there are a lot of questions. There is Ola's version of what went on and then these other people had different versions of what went on. You know, perceptions.

DePue: I want to spend a lot of time about what you have discovered in this process. But first, let's get back to the mechanics of putting together the project in the first place. You've already talked about this premise you're going to be looking at. I think a next step, or one of the early steps then, is selecting the people you are going to interview.

Bartges: Sure.

DePue: The demographics.

Bartges: Well, this is what I proposed to Dr. Boynton, I wanted to interview the eight coaches from the first girls' high school state tournament: my high school coach, the high school coach from Fremd, the high school coach from Washington, the high school coach from Sterling, the high school coach from Mattoon, the high school coach from Fenger, and the coaches from Joliet West and Centralia. I wanted those eight coaches.

DePue: Well, I'm going violate my own ethical code here and say that sounds like kind of a nostalgic trip for you as much as anything.

Bartges: It was. It was. But, I knew that I could find those people because they had a little higher profile. Then I wanted to talk to Jill Hutchison. Jill Hutchison was the women's coach at Illinois State and she's one of the first people that I contacted. Jill is retired now but she still lives in Bloomington and Jill is a very influential woman in women's basketball in a behind-the-scenes way. She's been active in the WBCA, the Women's Basketball Coaches Association. She's been their president twice. She has been at the cutting edge. I didn't realize this at the time, but when she was at Illinois State—remember I told you my freshman year coach took us down to Illinois State?—Jill Hutchison was the coach then. I remembered that. Jill also recruited me out of high school. I remember clearly getting the phone call when I was a senior. I remember what phone I was on in the house and talking to her. When she told me what she

wanted, I laughed. (laugh) Which is something that I do. It's kind of like my … I just do it. I said, "Why do you want me?" And she gave me all this hooey. You know, I wasn't a scorer. I wasn't six two. And there was no way I was going to Illinois State. I had already made up my mind. I was going to Iowa State and no amount of nothing could change my mind about that. In talking to Jill – most people call her Hutch – in talking to Hutch, it became evident to me that it wasn't me that she wanted. Dawn Hallett, who was two years behind me on the team, was who she was after. This girl right here.

DePue: Okay.

Bartges: Five ten, left handed, jump shot. All State. Dawn was a really phenomenal basketball player and Jill wanted Dawn. And Jill eventually got Dawn. Dawn and Cathy Boswell, the one I pointed out, the one from Joliet West. Phenomenal ball players. But I said, "No thanks." But Jill is who I went to because I knew Jill was well connected in the state and she was very generous with her information. She was very generous with her time. She's a true diplomat and ambassador of the game nationally. I have a great deal of respect for her. Most of my people I identified, if not through her, then through snowballing from the people that she connected me with.

DePue: In the vernacular of oral historians, she would be considered the gatekeeper.

Bartges: Yeah, yeah. In more ways than one. I knew from my own collegiate coaching, and I also, when I coached – and this is another segue for me to talk to Jill – the year we played in the WNIT when I was at UNC Charlotte. I'm trying to think if that was '92or '93. It doesn't matter; one of those years. Illinois State was also at the WNIT. So I had sort of, in passing, said hi. Kind of reintroduced myself. It had been a long time to '93 since 1977. So, I had some context; she really helped me and she's still helping me with some stuff. I appreciate that. Interesting woman. She's an Army brat.

DePue: There you go.

Bartges: So she came here and really built a program. Lori Ramsey, who is one of the other people I talked about, was one of the first people that Jill pointed me to. Marian Kneer who was – and many of them are—affiliated with Illinois State and that was also a concern of mine, that there was a skewed balance. But, quite frankly, the names that I made contact with on my own and people that I knew, it wouldn't have mattered if there had been an Illinois State skew. There was a skew for a reason. They were way ahead of the curve. Much more ahead of the curve than Illinois [University of Illinois]. Much more ahead of the curve than Western [Western Illinois University]. Southern [Southern Illinois University] had some people, particularly Charlotte West, who I'm doing my dissertation on. And Eastern [Eastern Illinois University] was way out-leagued. So ….

DePue: Well you have haven't mentioned the Chicago schools – Northwestern, Loyola, those programs.

Bartges: Well DePaul would have been the most advanced, but I was dealing mostly with state schools. Northwestern is private. DePaul is private. Loyola is private. I didn't want to deal with privates.

DePue: For what reason?

Bartges: Would it change the makeup of the project? I was looking at public history, if you will. Of public institutions. I made that decision when I went to the colleges and I started with Jill and then from Jill I got to Lori and from Lori I got to Charlotte and some others; I just decided it got out of hand. I said I was going to start with eight interviews and all of a sudden I'm at twenty six.

DePue: That always happens.

Bartges: There was no bias among the high school people that I interviewed, other than the fact that their teams were successful early on. When I did my initial search that got me into this anyway, I was looking for information on Illinois. The only thing I could find was a master's thesis unpublished from Illinois State by a woman named Linda Lee Bain and it was completed, signed off on in 1968. Well 1968 fits very nicely into a time slot for me. So, you look at '68, which is an election year. It's the year King and Kennedy were assassinated and so much more.

DePue: Probably considered the most traumatic year in American history since World War II.

Bartges: Oh easily, yeah. Was the Tet Offensive '68?

DePue: Yes.

Bartges: You have a lot going on, so I took from that starting point which was the last thing that I could find in print about girls high school basketball to 1977, which was the first state tournament. So there you have the embodiment of a birth, growth and maturation of a sport. That's why I picked that timeframe.

DePue: I might make sure that I understand, your focus is high school and public universities?

Bartges: The focus was initially high school and I tried to keep it that way. I did talk … I kind of wandered a little bit. As you know oral historians can do.

DePue: And I'm here today.

Bartges: I talked to the collegiate coaches I talked to because I wanted to see how they were dealing with staffing, with filling their teams, when Illinois had no

pipeline of trained players. Where did you get your players? What kind of skill level did they have? Did you compete against other teams, back to the GAA, the play days, the sport days? So these pressures are pushing down from the collegiate level on the IHSA, and Title IX is pushing sideways on the IHSA; I'm going to say this even though it sounds kind of crude, but what's it going to poop out? What is the IHSA going to do? They have got to come up with something down here.

DePue: Illinois is one of those states that has this kind of dichotomy of identity, because you've got the huge metropolitan area of Chicago and the metro area, and then you've got down-state. Did you manage to balance those two parts out?

Bartges: I tried to. You know, naturally because I'm from Hinsdale my contacts were up there. I still knew a lot of the people who were coaching in those areas. Some of them were kids that I played against. But they weren't the coaches of the teams at the time. Obviously, I interviewed my two coaches. One was because she was the coach at the time we went to the state tournament. The other was out of respect for what this woman did and what she started, because she's the one who started the program at Hinsdale South. Then I interviewed the coach at Downers South who, although she wasn't the coach that started it, she was right on top of it within a year. She had been there for a long period of time. The coach at Fremd was one of the state coaches just like my second high school coach. I talked to Arlene Mulder who was at Niles West. She had a team that was very successful and a team we had played against and beaten, but had a different profile back then, a much more white collar kind of a team even though according to her they were kind of a blue collar team. They had a lot more money so their experiences were a little bit different. She was a different interview. She was the Mayor of Arlington Heights when I interviewed her back in 2004, 2005. Sterling was one of the state tournament schools. Washington, that Ray Torry from Washington, was one of the state schools.
DePue: Are any of these urban schools?

Bartges: Define urban.

DePue: Chicago.

Bartges: No. Sue, what did I say her name was? Not Strong.

DePue: Well, I have Sue Heinrickson

Bartges: Sue Franklin. Sue Franklin was the coach at Fenger, which was the public school city champion in '77. I have not been able to interview Sue.

DePue: Do you think that might have skewed the results any?

Bartges: No, I don't. Not based on the other things. I think that I'd like to interview her. I'm still trying to work that out because, again, back to a small community, Sue Franklin played for Charlotte West at Southern and the coach from Mattoon,

Linda Blades, who was one of the schools that qualified for the 1977Linda Blades, Connelly is her married name—she was a rookie coach but she played for Sue Strong, who was the coach at Sterling. So, again, you have this connection and I can't erase those lines. So I came to the conclusion that I needed to just go with it.

DePue: Well, I don't think you want to be erasing those lines anyway. The next part of it then is putting together a list of questions or a methodology in how you want to go through this process.

Bartges: For my project?

DePue: Yeah.

Bartges: Uh-hmm, I tried to think about what I wanted to do, and one of the things I wanted to do was illustrate how backwards Illinois was then, at the time, and then be able to eventually come back to say, "Okay, we've come a long way." You know, the Virginia Slims[8] saying, "We've come a long way baby." That used to be the marketing tool for the Virginia Slims tennis tour.

DePue: Well, let me interject here and put on the historian's judgmental hat, if you will. You are starting with this statement that Illinois is behind. What did you do in terms of being able to prove that that was the case?

Bartges: I did some research on a series of states. So I took, what I would consider primarily the Midwest states: Wisconsin—I don't remember if Minnesota was part of it – Michigan, Wisconsin, Iowa, Missouri. Any state that touched Illinois. So that's where Tennessee and Kentucky come in. Close enough. Kentucky touches Illinois, Tennessee doesn't but, Indiana, and Ohio. I used that group of schools and I did some research on girls' basketball in those states. What I came up with was dates that they had added basketball. Not all of them. Wisconsin hadn't. I don't think Michigan had. I don't have my notes in front of me on that.

DePue: When you say basketball, in what respect they have added basketball?

Bartges: That they had interscholastic basketball for high school girls. It didn't matter if it was five players, six players. That they had basketball. States like Kentucky and Tennessee and Iowa and Missouri, surprisingly enough, had girls basketball back in the '20s. And, for a period of time, some of them had state tournaments in the '20s. And then basketball went away and it came back again in the '70s, usually the '70s.

DePue: With the exception of Iowa?

[8] Virginia Slims, a brand of cigarettes especially marketed to women at the time.

Bartges: Iowa was consistent. They kept basketball consistently from the '20s through to date. That was the only state, I think, that had done that. I could be wrong; I don't have my notes in front of me. Kentucky, in the '20s, went away, came back again in, I think, '75. 1975 seems kind of late but that was when, after Title IX was passed in 1972, there was a three year period of time for implementation. While our school in Hinsdale started it right away, it wasn't required by law to do that. So '75 is kind of a consistent date that you see because that was the three year period from passage to implementation. I think Indiana brought it back in '75. Ohio was a little bit ahead. Michigan about the same. Wisconsin didn't start until, I think, '76 but they started with a class system; they started with three classes, which was huge. None of the other states had classes. So Class A, Class AA, Class AAA, based on size of the school. Again, Iowa was consistent. Iowa didn't have classes then either; it wasn't until the '90s. I think it was the '90s where they actually changed over from six-player ball to five-player ball and then created classes.

DePue: Well, my recollection in growing up Iowa, at that time was the bigger the school system, the less likely they had girls' basketball. It was a phenomenon that was going in these small rural communities.

Bartges: Yeah. It was entertainment. I can remember listening to the radio in Ames when this conversation—and the conversation went on for quite a while, I mean, so this would have been '83, '4, '5—listening to people call in to a radio show and say, "Why don't we want to change?" "Why should we keep six-on-six basketball for girls?" And these people would call in and they would say, "Well, I want to be able to watch twelve girls on the court instead of ten." (laugh)

DePue: How can you argue with such logic?

Bartges: I'm thinking to myself, "What is the matter with you?" So yeah, there was a lot of that kind of reasoning. But you're right in terms of it being … it was very much geared towards small towns. It was a part of the community fabric. It was part of their culture. I knew that from going to school there because I had friends from these little towns and we would go to the state tournament and it was phenomenal. To think back on my Illinois experience, I didn't have much knowledge of downstate. So I tried very hard. You know, Mattoon was easy because Mattoon was one of the eight schools that went to the first state tournament. But Arcola, you know, I made a point … I found a long standing basketball coach, Nancy Stiff who was at Arcola and she retired the next year. So my timing on this was just about right. But, I tried to make sure that I was representative. I didn't have somebody from Peoria. The biggest gap in my mind is the lack of African Americans that I interviewed that would have been involved in basketball from a coaching standpoint. I tried really hard—this is where the city connection comes in – to get – I'm not going to be able to remember her name—the coach from Marshall. She's famous. Dorothy Gaters. She's a famous coach who wouldn't have anything to do with it and I've heard

she's very shy. I don't know her so that could have been a barrier. I was able to interview Charlotte Lewis from Peoria and who was a native of Peoria and then went and played for Jill Hutchison at Illinois State.

Bartges: This is a different Charlotte. Charlotte was a member of the 1976 Olympic team, the first Olympic team for women's basketball, one of only four African Americans on that team. I'm so thankful I got to interview Charlotte because she died two years later.

DePue: How about putting together the list of questions or the themes that you wanted to pursue?

Bartges: I tried to break it into three parts. One was biographical and I tried to identify differences and commonalities and so, like you did with me, ask them their name, where they are from. I did not ask birth year because I was afraid interviewing some of these women that they wouldn't tell me their birth year, that it might be too personal, because some of them are not co-eds. So I didn't want to be disrespectful. So what I did ask them was what year they graduated from high school. Based on that, then I kind of extrapolate out approximately when they are born. I would ask what their educational level was. What their degrees are in. Did they ever play industrial league ball. Did they play sports, athletics, in high school. And, if so, was it interscholastic; were you are playing against other people. Was it play days. Was it GAA. Was it what they call class competitions: freshman, sophomore, junior, senior. Those kinds of things. All of that went into the composite. Did they have military service. Were they Girl Scouts. Stuff like that.

DePue: What was the relevance in asking about military service and Girl Scouts and things like that?

Bartges: I also asked them if they had any activity during the civil rights era. I wanted to see what kinds of influences they had, or interests. I asked the two men that I interviewed if they were Boy Scouts. I think that scouting was a movement that was still strong during this period. I don't know that it's still as strong. I don't have a sense of that. But I think that it goes into sort of a team building kind of mentality. A remarkable number of them were. Some were active in 4-H.

DePue: Well, did you find many with military experience?

Bartges: Two that were military brats and so they considered that their military experience. The only military experience was with the men.

DePue: And you would have been interviewing people that were probably of age during the time we had a draft.

Bartges: Yes. Yes.

DePue: Okay.

Bartges: But, we weren't drafting women.

DePue: Yeah, exactly.

Bartges: But, they were also in a period of time where they could have volunteered to do some other stuff. I knew people here – a woman, Dr. Ann Lamb, who would have fit into the older end of the spectrum of the people that I interviewed. She was a WAC[9] during World War II. So …

DePue: Did you pursue, and again this is a delicate one—I suspect I know the answer—did you pursue their sexuality?

Bartges: I didn't ask them personally about sexuality. Part of the conversation that we had before in terms of how taboo that subject really is and how scary, I guess, it is. I've had conversations with other people, intellectually and all sports sociologists and other sport historians saying, "Should I ask this question?" because, quite frankly, my advisor – I don't know that I ever asked her that. I don't know that she would have been the right person to ask that. I wanted a perspective from somebody else who was gay. The overwhelming response is "No, don't ask them that."

DePue: From your people …?

Bartges: From my colleagues. Yes. Sometimes it came out that, you know, well … when you go through all of my interviews, almost all my interviews were at peoples' homes, so, 'This is my husband so and so.' Or, 'oh, my name now is this'. You have me down under my maiden name. Some people might say they were single. But I didn't ask it. I don't know. I struggle with that because I know how … most of these people have a legacy that I think that they would like to keep in a certain way. Not everybody is as—I don't know if comfortable with yourself is the right phrase—or just doesn't care the way that I do. I have the shield of working in affirmative action so, I have a different background and also I'm just enough younger than most of them. Just like my sporting experience is different, my social experience is different. I would like to go back and ask in some ways. I don't know whether I'll ever have an opportunity to do that. Obviously with some of them I won't. But, one of the things I did ask though – not to nail it into a personal, like "Are you?" – was, "Did you have a sense that maybe team sports weren't added as soon because of a fear of homosexuality?" Or, "What were your thoughts about the influence of homosexuality as it relates to sports being added? Was there an influence, a fear?" There was this very specific question that I asked all of them. Some of them were like, "No, no." You know very short, very clipped answers. Couple of people said, Yeah, they did feel that that influenced team sports in particular.

DePue: Okay. Anything else on the methodology that we should talk about before we get into what you discovered in this process?

[9] WAC: Women's Army Corps, begun in World War II, used women in limited non-combat roles.

Bartges: Uh-hm, the only other thing I would say… I said I had it broken in to three parts. I dealt with the personal. I dealt with their professional, what their own experiences were. So it sort of situates them in the discourse in a context of as an expert or as a neophyte or as what their level of involvement was. Then, because of that professional experience, what their assessment about certain questions were. That would be the third part. So, "Do you think Title IX changed the sporting experience?" "How do you think, or how quickly were changes made in the state of Illinois at the high school level after Title IX was passed?" And, how they categorized themselves, or would they categorize themselves. Some of them didn't know how to answer that. Some of them jumped, leapt immediately, I'm a pioneer, have that sense of history. Others didn't view their role as very important. Also, I wanted to know what their assessment of the role of the IHSA was in terms of either furthering or holding back, resisting the addition of sports. Why they felt that that was successful. The answers were pretty consistent.

DePue: What were the answers in that respect?

Bartges: In regard to resistance, almost all of them said that the IHSA was an impediment initially. That had changed. But initially it was an impediment and the reason it was an impediment was because the IHSA answers to its constituency which were the member schools. The member schools, of course, are administered, governed, however you want to say it, by principals, athletic directors and those are the people, the administrators that you see in the IHSA – the voting members. Those principals and administrators did not want girls' athletics in the gym. It was one thing if you had a pool. You could only swim for so long. Or in most schools, the downstate schools didn't have pools; you're talking about suburban Chicago and Chicago schools. Almost unilaterally that. Ann Murray from Centralia, phenomenal basketball town. I mean the Orphan Annies, which is their nickname.

DePue: You have to love that nickname.

Bartges: It's one of the unique ones. The Orphan Annies have a very successful boys' basketball program. I don't know if this is still true, but at one point in time, recent history, they were the winningest basketball program in the state of Illinois, ever. They had more victories than any other school. Again, I don't know if that is still true. Ann Murray was – and I think you listened to her – Ann was one of these people who came in [from] out of state. She had a completely different experience growing up. She is from Texas and she went to Baylor. She played basketball at Baylor. She's obviously older than me; she was coaching when I was playing in high school. She was already done with the graduate degree by then. So, her senior year at Baylor –she told me this, I almost fell out of my chair—she said, "Well you probably won't believe this and you may not know the difference." She wasn't sure where I fell in terms of my knowledge. She said, "My senior year in college, we had a new graduate assistant and that graduate assistant came to us from Texas Women's," I think,

which was big time women's and PE college. She said, "Her name was Jodi Conradt." And I was like, "You have got to be kidding me." She said No. Well, Jodi Conradt was a long time head coach at the University of Texas. So here is little Ann Murray who comes to little Centralia, Illinois and she's worked with Jodi Conradt. You know, her experiences are going to be different. So she felt the IHSA was very behind.

DePue: I want to take a step back and have you explain – because I don't think I quite understand and anybody who would be listening to this – what exactly, the IHSA, was. Who did it consist of and what did they do?

Bartges: I don't know that I can answer all of that. They consisted of an executive director and he was – I can't think of his name, I was trying to think of it earlier.

DePue: I don't know that we have to have the names necessarily.

Bartges: OK. Well, an executive director and then in 1967, '68 or '69, they added an assistant executive director and that would have been Ola Bundy. She was the person who was going to be charged with girls' sports. There were other people that fell into this organization, the IHSA.

DePue: And they got there how?

Bartges: Your guess is as good as mine. I have no idea.

DePue: Elections among school board superintendents?

Bartges: No, I don't think so. The IHSA doesn't answer to the schools. The schools answer to the IHSA.

DePue: Are they political appointees?

Bartges: I don't think so. I don't know how they got there. I never asked that question. It would be a good question to ask. I asked Ola that but she was hired by the guy who was the executive director. Maybe there is some kind of Illinois High School Association of … I don't know how they get there. I could find out.

DePue: But apparently once they got there, the decisions they are making have a big impact on all these people who are participating in women's sports across the state.

Bartges: Absolutely. And, again, I could be wrong about, you know which is the tail or the mouth of the dog, but the schools – the athletic directors and the principals – are all part of this organization. So, Dave Bartlett, who is the athletic director at Macomb High, is part of a membership of the IHSA. The membership is governed by the executive council function of the IHSA. If the IHSA passes rules, I'm pretty sure—and again, I'm not positive—the IHSA passes rules and the member schools have to follow them.

DePue: It sounds like there aren't term limits on the members of the board.

Bartges: Oh no, no, no, no. The guy who was in power back then was in power for a long time. He was there when I was playing and he was there a long time.

DePue: He was there pre-Title IX and post-Title IX?

Bartges: Yeah. He's dead now or I would have interviewed him too. Now the guy who is there now, Marty somebody, is a Title IX child himself. He's my age, somewhere in there, and so he has grown up with a different example.

DePue: So going back to one of the things we talked earlier about this decision to allow men to coach women's teams: that was an IHSA decision.

Bartges: Yep. As far as I can tell. There was no decision to be made because the women had screwed it up.

DePue: Are there other decisions or kinds of things that the IHSA would have been involved in that had an impact across the entire state that you can think of?

Bartges: Oh sure. Classes.

DePue: Okay.

Bartges: Uh-hmm … Now, the IHSA I will say probably [that it] has to follow the National Federation of High School [U.S. Department of Education] rules as well. I mean, I don't think that they could be in a huge conflict with that. But, how classes are determined. Where state championships are held.

DePue: Would they be involved in the training of officials?

Bartges: Well, they are now. I don't know if they were then, if they were involved in it. But to be certified, it used to be – I do know the answer to this – it use to be DGWS – Division of Girls and Women's Sports – in AAHPERD, which is the American Alliance for Physical Education Health and Dance. DGWS wrote the rules; this was a question that I asked my interviewees. That was a national organization. In 1971, DGWS came up with a set of experimental rules. Then they came up in '74 again with a set of experimental rules. The NCAA does it all the time—they want to change something, they want to emphasize some point or whatever—so they do it through their rule book. Well, one of the problems with women's basketball was there were three sets of rule books. So, how do you have people officiate games when you're not sure what the rules are – which rule book are we going under? Are we going under DGWS or are we going under what they call – I call them NAGS – the older ladies from physical education. Don't call it that. It's NAGWS, National Association for Girls and Women in Sport, or something like that. And then there was the AAU [Amateur Athletic Union] version, which was a long standing version of rules. The thing with the rule books was DGWS and NAGWS made a ton of money

off their rule books. That was a money maker for them. So there was always this fight over whose rules are going to be followed. One of the questions I asked was, "Do you think the experimental rules in '71 were beneficial in getting sort of the 'plate set' for some consistency in women's basketball and girls' basketball?" Because until that happened, it was really hard to know with the officiating. Now, you get … You did then. You had ratings. Officials were rated. And you could be, I don't know what the titles were, I'd have to look and see what they are. But you could be a nationally rated official and you had to meet the requirements; it was a real certification. But the women did that more than the men. Now, if you look at the IHSA and how they … don't even get me started on the IHSA officials. Remember, I coached in … (laugh) and in this neck of the woods, it's hard to get officials. You know, I personally thought it was horrible when I walked in a gym and I saw the seventh grade science teacher was officiating my game. I thought that was a conflict of interest. I thought that was unethical. So, when I would say to the AD, I don't want to see these people in our gym. I mean it's not right. So then that causes a stir. Try and find a woman. Try and find a woman. You couldn't find a woman official. Try and find people of color who are officiating, you know, and get some diversity in your officiating crew. Dave did a good job of trying to do that. I mean he really did try to work with me on that because I thought it was important for our kids to see that.

DePue: David?

Bartges: Dave Bartlett.

DePue: Bartlett, okay. I know you have mentioned that name before. Are we at the point now where we can start talking about the things that you discovered in the process of doing this?

Bartges: Sure.

DePue: Where should we start?

Bartges: That's a good question. I think one of the things I found, almost without exception, was that – I wish I had that summary – about half of the women were married – about half of them, there was no indication or statement that they were married. The men were both married. Obviously you picked up on this straight away when you said, "Where are the guys?" Well, now you know the reason why there are no men interviewed. They weren't in the sphere of influence and the two men that I did interview, Dick Barry from Carthage High School, was an anomaly. He was sort of—I don't know he would phrase it this way—but sort of in the wilderness, if you will, in Carthage. Ray Tory, was the athletic director at Washington High School because Jan Smith was dead. I had to interview Dick. He's a legend in girls' high school basketball here, so, I was glad to be able to interview him. But the rest of them, all of them have obviously a minimum of a Bachelor's Degree. Most of them have Master's

Degrees. The women who labeled themselves more liberal or more proactive in trying to get change for girls' sports, I would say are weighted to people who were not from Illinois—which as an Illinois historian I know you don't want to hear—but they were people who moved here for jobs and those people are primarily going to be … Well, an example would be Linda Gollan who was a coach at Hinsdale South. Carol Murray. Jill Hutchinson. Lori Ramsey. Charlotte West. Phoebe Scott, who was the chair of the physical education department at Illinois State and who was influential in a variety of different ways. Jo Streit, Joliet West.

DePue: You started with the question: What is it about Illinois that caused it to be much later to this show than all these other surrounding states? What did you find in that? What were your conclusions?

Bartges: My conclusions were that the IHSA was slow to respond to the spirit of the law with Title IX. In places where teams came on quickly, like in my high school and some of the other suburban high schools in the northern part of the state, it wasn't because of the IHSA that sports were added. It was because of pressure from parents and administrators who were more progressive than some of the other administrators. They had more facilities. They had more money and they had a larger student population that they could funnel into athletics. Facilities was a major issue. Almost unilaterally, the people talk about facilities and when are you going to practice. Even my own experience with the gym: at the time we only had one gym at Hinsdale South. We practiced at six in the morning because they had PE classes in the gym all day long and I'm sure that's true of everywhere else in the state. The boys had practice after school.

DePue: Well, this is something that you wouldn't be able to determine based on the study you conducted, but wouldn't that same dynamic be true in Wisconsin and Indiana and Ohio and Minnesota and Missouri and all these other states?

Bartges: It would. Some of those other states though, had a history from back in the '20s of doing it. So there is a memory there. It's whether it's a parent's memory or grandparent's memory that we did this before, why can't we do it now? And so it would be more of a "can-do" attitude.

DePue: So part of it is the legacy of the traditions the state used to have.

Bartges: I think so. I don't know that I would have phrased it that way initially when I first started looking at it, but it certainly sort of panned out that way. Where it had been accepted before, it was not a difficult leap for them to accept it again. As I mentioned, Illinois is one of the three most populous states in terms of towns that are five thousand are less. Most of those towns want to hang on to their schools. They try everything that they can possibly do to hang on to their schools because, I think the general consensus within small towns is, when you lose your school your town dies.

DePue: School consolidation is an extremely traumatic experience for these small communities.

Bartges: Yeah. So in order to maintain the norm, what was the norm. They had to look at, Okay, where can we put our money? Well, what parent of a male basketball player is going to say, "Sure, cut our son's athletic experience." Any more than if it had been reversed. If women had been in that situation, what parent of a female player is going to say, "Sure, take fifty percent of our floor or gym time"? That's a difficult transition and it's one that has to be facilitated and implemented administratively and the administrators were not committed to this. Lori Ramsey talked about that pretty extensively and Ray Torry talks about it too because he was, as a principal, party to those conversations.

DePue: From your explanation here, was this a surprise to you that because Illinois had this pattern of so many small communities, that that would be an impediment to adopting the change? Was that one of the things you discovered?

Bartges: That because they were a small community it was an impediment?

DePue: Because Illinois was so dominated by the number of small communities, these autonomous governmental bodies, if you will.

Bartges: Yeah. In some ways it was. One, because of my own bias. I'm from a large suburban Chicago high school. So my experience … I mean it was pretty good. We certainly had issues but my experience was totally different than what somebody from Mattoon or Centralia or Arcola had.

DePue: Different as in, you guys were farther along in the process?

Bartges: We were. Just because as soon as Title IX was passed in ''72, in '73], '74] Hinsdale South added girls' basketball. That was not the norm. But I think Downers South did. I'm trying to remember what Fremd did. If they added it that soon or if they added about a year or two later. Not sure about Fenger.

DePue: Maybe you mentioned this already, but why was Hinsdale so quick to adopt the change?

Bartges: I think that there was pressure from parents. They talk about that; some of the coaches talk about pressuring from parents and that when a school district has a group of parents that are willing to be vocal and push for something, and it becomes a populist idea, it's really hard to turn it back.

DePue: Pressure equally from the men and the women?

Bartges: It seems like it. I don't know a lot of moms that were out picketing saying let my girls play ball. But most of the people who were involved in Title IX research or in Title IX preservation say their biggest, biggest supporters are men with daughters.

DePue: Well, I'm thinking back to your own personal experience. Even though your Dad obviously wanted your brother to be the athlete in the family, if he was the main booster of your high school basketball team, it was obvious that he wanted that opportunity for you. Would that be a fair assessment?

Bartges: Uh-hm. Not initially because my freshman year he wasn't involved. You know, he was … What ended up happening was, I told you he was an alcoholic. Well, my sophomore year when he really realized that I was playing sports and that's really all he wanted was sports, I think, back in his life. Kind of like me in terms of being competitive. He stopped drinking. Didn't drink for the rest of the time I was in high school. Got involved with basketball, as you see from the pictures, and really was a supporter. Now, on the car rides home he wasn't supportive. It would be, "How come you didn't shoot here? How come you didn't do this better?" You know, I would say, "Can't I please ride the bus home?"

DePue: Well for a while there it sounded like the script of Hoosiers. If you are familiar with that movie?

Bartges: Oh yeah. So I would have not have put my father at the forefront of saying, Woohoo, let's add girls sports.

DePue: Okay.

Bartges: But I know there were other men that did. And without the assistance from them, it wouldn't have happened as quick.

DePue: How much was the lag in Illinois due to the personalities on the IHSA?

Bartges: Huge. Huge. I think that when you listen to the coaches, not necessarily the officials, but when you listen to the people that coached in this state and who have been here from the start—we're not talking people who came in to a situation after it was developed, we're talking about people who are on the cusp of change, cultural change—they don't say it as clearly as I'm saying it but it's easy to hear that the IHSA, the people in charge of the IHSA at that time, were an impediment. While they might have said that they were in favor of girls' sports and of adding sports and giving opportunities for girls, they were really more interested in maintaining the status quo, and play days were fine with them. You know, go do your postal tournament and your GAA, which is what Ola Bundy was originally hired for was to run the GAA for the IHSA. Uh-hmm, it's a lot of A's. That that was an impediment.

DePue: Are you willing, or can you flesh out some of the personalities more? Who they were and the kind of positions they took?

Bartges: Well, to me the ones that really kind of rise to the top in terms of assessment of the statewide situation are the collegiate coaches. Jill Hutchinson. Charlotte West. Lori Ramsey.

DePue: But I'm talking about the people on the IHSA who were the impediments.

Bartges: Oh, I'm sorry. Well whoever the director was. I think his name was Quinn or Ryan or Fitzhugh, something like that. It was an Irish name like that. Ola Bundy was the only other person who was there at the time. Eventually you began to see some other persons. There was another woman. There was a woman before Charlotte and she … I think her name was also Charlotte … a lot of Charlottes. I'm not sure what her name was.

DePue: Well, you mentioned Ola and I know you spent a long time interviewing her. What was her frame of reference? Where was she coming from on these questions?

Bartges: That's a good question. Ola had, and it was only fair to give Ola her voice, you know, because a lot of heat … Nobody really wanted to come out and criticize Ola by name publicly, but the implications are clear, and Ola had a lot of power, if you talk to the high school coaches. But Ola didn't think she had a lot of power.

DePue: Was this a full time job for her?

Bartges: Yes.

DePue: Paid position?

Bartges: Paid position. This was her job. The person she replaced in 1968 was even more repressive. Ola was a step in the right direction and it was purely by accident. According to her, the director of the IHSA didn't realize that she was in favor of sports. But other people that I interviewed said that Ola came around to that view. When she did come around, she embraced it whole hog. After a certain point in time, and it was probably after 1978, ''79, somewhere in there, that it dawned on Ola that this was happening. It had already happened, and you need to get on board. Kind of like I said: Become a part of the solution or part of the problem. Well, these people's assessment is that she realized that the train was leaving the station and if she wanted to have any part of that credit, she better get on it. But Ola said that she had a limited amount of resources and that she was an at-will employee, which is true. You know, she had no tenure; she had nothing to protect her and this was her job. She had left high school. She taught at the high school level herself, had left high school teaching to take this job with the IHSA, figuring that, like many people, you can make change from within, that that's the only way to change the system. There is a certain amount of truth to that. I have found that myself. That that is really the only way to change the system. But she said she would do things to, you know, sort of … I can't think of the word that I want … to put pressure on the director of the IHSA. She had no secretary, according to her. So anything that she did, she had to do herself. She couldn't use or borrow the director's secretary; even if

she was sitting there doing her nails she couldn't ask her to do anything. The funds she had limited where she could put her focus.

I didn't have access to budgets and things like that. It would be a good thing for somebody to go the IHSA and really do some investigation into the budgets. Right now, Sue Heinrickson would be the person at the IHSA to contact. Sue is a protégé of Ola's but she also is an Illinois athlete. She is somebody who is born and raised in Illinois and who came up through the system. She's probably a little bit younger than me, had the benefit of playing and participating because of these things that the IHSA added. So she's the next wave, you know, of feminism and of athleticism and sport that this project doesn't tap into. (noted during the transcript review: Beth Sauser would be that person now.)

DePue: Anything that surprised you in going through these interviews?

Bartges: It kind of surprised me, particularly with what my own experience was and what I saw and then what I had learned over the course of the interviews, how very humble most of these women were, I think probably for two reasons. One would be the age group of the women. They are not what I would call chest thumpers, for lack of a better phrase; not somebody who is going to toot their own horn. Also because a number of them lived their lives and worked professionally in relatively small communities and they felt that this was their job and this was what they were supposed to be doing. Unilaterally, their interest was in providing opportunities for girls.

There is no one point in time, if you listen to the tapes as a composite, that they were aware that things were changing, that there was now something that was going to force a change. Most of them felt it was a positive change for girls. And that they wanted to be able to provide those opportunities. Some of them didn't get paid to begin with. Most of them didn't get paid to begin with. It wasn't until later that they got paid. One of the people I interviewed when I asked about the Title IX question and we kind of went off on a tangent and I said, "Well, how much did you get paid?" And she said, "I didn't get paid." She said "I didn't get paid for three or four years or something like that." And I said, "Didn't you think you should get paid?" She said, "Well, it never occurred to me." She says, "Then I found out that they were paying the boys' coach." Something very similar to that. She says, "I went to them and I said, 'You know, do you think I could get paid?' And they said, 'Sure.'" She's like, "I don't know why I didn't ask sooner." But you have that kind of volunteer attitude and that kind of goes to the Girl Scout, military thing. Although these people would have been, like you said, under a draft kind of deal but …The desire to provide an educational opportunity was overriding.

DePue: Were the assumptions you started with validated or overturned by the discoveries that you found?

Bartges: I would say the assumptions were validated for the most part. They were pretty much all in the same area, the same scale in terms of the IHSA and them being behind. They were pretty much, although not unilaterally, able to pinpoint without being led there; I mean I asked the Title IX question but I didn't ask exactly to pinpoint like that was the impetus. Some of them went so far as to say, without this legislation Illinois would have been even further behind than it already was. I think in particular Charlotte West talks about that. But Lori Ramsey talks about it too. That without that single bit of legislation in the Education Act of 1972, Illinois would have been even further behind. So that validated my thought on that. Most of them could not, or did not, or would not. I talk about them being humble. I asked them how they would label themselves and very few labeled themselves as pioneers. Most of them labeled themselves as people who had a job to do and they wanted to do a good job and they wanted the girls to have opportunity. They don't view themselves as somebody… If you want to bring that opportunity to somebody, wouldn't that make you then a pioneer? They don't make that correlation.

DePue: Well, you used girls' high school basketball in Illinois as a window into the impact of Title IX. How would you describe that impact on American society as a whole? Or maybe that's unfair to extrapolate from girls' basketball in Illinois.

Bartges: No, I don't think so. I think that, just like in Illinois, Illinois is after all, going to be a microcosm of the nation as one of fifty states. But you have resistance to things and pockets of resistance anywhere you go. Title IX has not been uniformly applied or administered. That's because of how contentious Title IX was. What they call the letters, *Dear Colleague letters from the OCR*, the papers—which are every few years there is a letter put out that is a directional thing. The appointment and the implementation of Title IX is very political. During the Bush II administration Title IX was almost strangled to death. That was– what year are we in now? – 2000 to 2008, that eight year period of time, they tried to assassinate it; that was purely political.

So you have this thing, a football—of course that's a bad analogy—this entity called Title IX that is bantered back and forth. It becomes a way to try to, it's a political tool, to win the hearts and minds of the people. If you are a wrestler and your program has been cut, and your administrator says, "Well, we're cutting this program because Title IX says we have to have the equal number of women's and men's sports." What are going to believe? You're going to believe that. But when you look at the reality of it, the reality is, if fifty percent of your students are women, don't they deserve an opportunity to compete? And if that opportunity to compete means that you need to cut something, why are you cutting this sport? Why aren't you paring down the behemoth that is football? That's an administrative position. Administrators make those decisions. Title IX doesn't make that decision for them.

I do not know a single proponent of Title IX in this country—and I know a few—who are proponents of cutting sports for men. It's wrong to discriminate against any group of people. Why would a group of people, in this case women and proponents of Title IX who also include men, want to discriminate against another group of people after what we've been through? That seems antithetical. But administrators, that's where they go. When James Madison University cut – I'm trying to think if it was swimming and diving or golf, cross country, I can't remember – when Western Illinois University tried to cut swimming and diving, money and Title IX and those two things are connected to that. And that was just this year, this past year.

DePue: This is impossible to do but I'm going to ask you to do it anyway. Put politics and the fight over resources aside, compare the landscape of women's athletics in 1972 to what we have today.

Bartges: (laugh) If you were an archeologist, and you took a slice of the earth, 1972 would be the Paleolithic – I'm not an archeologist – the paleontology phase, you know, era. And now we're in global warming. I mean it's exponential. It's beyond belief. One of the women—I think it was Chris Voeltz who was a coach at Main West or South and then went on to be an athletic director; she coached and she works for the women's sports foundation now. She said it most eloquently, that next to the nineteenth amendment, Title IX is the single most important piece of legislation in the twentieth century. That's powerful.

DePue: Because?

Bartges: Because of how much impact it had unilaterally in this country. It is about this country because other countries don't have Title IX. The experience that these kids have now, they fly to their contests. They're not climbing in a station wagon with six other people, fifteen tennis rackets and a brown sack lunch. You know, they fly to these places. Some schools have charter jets. You have a place like Penn State or Michigan or those big time football schools, they are flying to these places. When I was coaching at Charlotte, we used to drive two vans. It didn't matter if we were driving to Clemson, which was about two hours away or to Southern Miss, who was in our conference, which is about sixteen hours away, fourteen hours away. It's a long drive in a van. Way too much time with your team. And, you know, the meal money, the scholarships, access to medical care, access to academic advising, access to emergency money if you need it. If you are a needy student, even though you're getting an academic scholarship, if you have a family emergency the NCAA has a fund that will pay for you to fly from Macomb to California if there is a death in the family.

DePue: Everything you've been talking about up to this point on that question is based on the experiences of the individual players, the individual athletes. Has Title IX had an impact on society at large?

Bartges: Oh yeah. Yeah, I think in a lot of ways. From my generation forward in terms—I'm saying generation, I was fourteen in 1974—our experiences are completely different than the experiences of the people that I interviewed. Now, that's not to say that they are always better because once you start having something that here's this ideal and then how do you implement it. So, that's what I meant about differences across the country in how it's implemented. You still can create a stratified society within the gender and also within the other gender too because you have those pressures. But it has impacted our society. As I said, Title IX was originally about education, so look at the number of women veterinarians we have. Look at the number of female medical doctors that we have. Look at the number of female firefighters that we have. Look at the number of female judges we have and lawyers and politicians. I can't imagine. It would be unimaginable to me to weigh the impact of that based on the number, the sheer number, of people that have been impacted by it because of access to education. It's not just about sport.

DePue: Okay, I'm going to turn the question just a little bit.

Bartges: That's fine.

DePue: You've just explained in pretty eloquent ways the importance of Title IX and this evolution or revolution in what's been happening because of women's sports and that's just part of it. So how is this viewed as an academic area of study: your focus in particular but also the issue of Title IX and that chapter of women's history.

Bartges: Well, I'm a sport historian. There are certainly feminist historians that would probably have a little bit different view than I would just because I'm looking through a lens that is a sport lens. I always try to make sure and articulate like I did, that Title IX was not about sports but ultimately the impact it had was huge in sport. But it has had an equally large impact on the academic side of the house. I think whether you're an anthropologist or a sociologist or a historian or a psychologist, that you're going to look through a different lens and you're going to have different interpretation.

DePue: Well, I probably was too coy here. I know that you are now in a Ph.D. program at the University of Illinois, right?

Bartges: Uh-hm.

DePue: And your Master's Degree was in history here?

Bartges: Yes.

DePue: And what's your program that you are pursuing at the University of Illinois?

Bartges: I'm in the kinesiology and community health department. My advisor is a woman named Dr. Synthia Sydnor.

DePue: And why are you there?

Bartges: I'm in the kinesiology department because the history department didn't want anything to do with me. When I initially … you know, I said I was a civil service employee and I get free tuition and fees at any state institution that I can get into. So when I finished my Master's Degree, I thought, Oh I'm going to take advantage of this. I'd be stupid not to. Because if I wanted to be an administrator, I felt it would be best if I had a Ph.D. or if I wanted to change gears and get back in to teaching, I could do that. When I looked at schools I went to Illinois and I talked to people, I talked to sociologists. I talked to the kinesiology department, and talked to history. The history department says there is nobody here for you to study with. We don't do sport history. We have a guy that does baseball as sort of an aside but we're not interested in sport history.

DePue: Do you have any speculation as to why they were saying that? You certainly must have jumped to some conclusions or observations.

Bartges: Well, I thought it was ignorant. How do you not consider sport as part of the history of society? I mean it goes back to the Greeks.

DePue: Is that essentially what they were telling you, that sports history isn't important enough?

Bartges: That's the message I got, that it was not important enough. That if you are going to do this, you need to do it out of a different department. There is this factor: traditionally sport history is taught from the PE or the kinesiology department. It wouldn't have necessarily been taught out of the history department because PE controlled athletics remember. Until the '70, you have the physical education departments that controlled athletics. And so they had their own little version of history. But it's moved passed that. I certainly know other sport historians who are from history departments because of the methodology of history and also the lens of history.

I am not somebody who studies the body so, you know, I'm not a physical education person and I'm not a kinesiology person in that sense. The good thing at Illinois is that the kinesiology department has four different areas of study: so they have training and they have bio mechanics; they have the medical program; and then they have what they call cultural and pedagogical interpretative studies. So you can look at pedagogy, again which is going to include movement. You can look at the cultural aspect of it which is what I do. Or the interpretive studies, which I do a little bit of that too. So it's just not as tidy as being in a history department, but I wouldn't trade my advisor for anything.

DePue: But it still sounds like you're viewed as something of a stepchild by the history department.

Bartges: Oh, no question. No question. This semester I actually had time to take a history class. I think part of me wanted to do it because I wanted to show that, yes, this is relevant. But the class was – I have a minor in gender and women's studies – and so the class fit in to that minor. But the woman who taught it is very good and she's been very interested and supportive in the work that I'm doing. So, that was kind of validating.

DePue: Okay. Ellyn, we've been at this for a little while. We're over three hours, believe it or not.

Bartges: It's a good thing I have another job because I'm going to get fired.

DePue: So let's wrap up with a couple of larger observations if you will. How would you define yourself today after all of these many experiences you have had?

Bartges: War torn. I would describe myself as somebody who is comfortable with myself. Somebody who's had a journey, unlike a lot of people in some ways. But probably, and I say, well, that's rather narrow, probably a lot of people had a journey like mine - I just had the opportunity to put a voice to it. And people who were supportive of me doing that, you know.

DePue: But let's move ahead a couple of years from now. You've got your Ph.D. Would you find more pleasure being called professor or coach?

Bartges: At this point in my life, professor. Retiring from coaching was a choice that I made and when I did, it gave me the opportunity to do these things. So it's like passing on the torch to look at something else. And that's really pretty much how I look at it. I could never have done this if I was still coaching. I would be at practice right now.

DePue: Okay. So this was an important opportunity to be able to make this contribution for you as well then.

Bartges: Yeah. It is. And it became more so, when this really came… This sounds so trite, and I never really thought about it in this way. But after that bus accident and in looking for things and how my mind works, I think it became more so after that because I realized, whew, man, dodged one there. But then I thought about the people who have had an influence on my life, whether they knew it or not, and how important their stories were. I really think that's kind of what oral history is about. There are certainly parts of their stories that I haven't been able to explore and you touched on them.

I'm very interested in gender history and I'm very interested in GLBT [Gay, Lesbian, Bisexual & Transgender] history. There is certainly a culture within sport that is so phobic, self-phobic and phobic from straight people; that is sad. There are a lot of people that have lived their entire professional lives in fear of being fired for who they are. Just like I said, I was told that I would be fired and ushered out of the building instantaneously if it was found out that I

was gay. I know that there are other people that have experienced that and I think in order for us to advance as a culture in terms of sexuality, that's something we need to address. I don't know if I'll be the one that is able to address that. I know people who do research on that but most of the research is completely anonymous and until you start to have people who can say, "Look at me. I am the exact same person I was two minutes ago but I've come out to you and in that time your opinion of me has changed. Why? You know, because I say I have a partner instead of a wife or a husband."

I think the two things that will really change that for sport, and why this is important to sport, is—I'd love to talk to you about this—is "Don't Ask, Don't Tell" is to get rid of that, and the Defense of Marriage Act. I think those are probably the two most critical things for a cultural shift that you would see impact sport. That's not a political statement on my part but from an analytical standpoint, I think that you would see a change in maybe seven, eight, nine, ten years down the pike.

DePue: Okay. You have had some important moments in your life, or periods in your life. One was the death of your mother. The OCR complaint. That accident that you experienced. Do you have any regrets at looking back at all of this?

Bartges: Laura and I talk about that some times. I would say that that is another big point in my life because without her support, I could not have done the things that I did. I could not have filed that complaint without her support because of how it impacted us.

DePue: It closed doors but opened others.

Bartges: It didn't open a lot of doors.

DePue: Okay.

Bartges: It didn't open a lot of doors at all unless you count being shunned and reviled as a door opening; I don't. But what it did open for me was a window into a different way, a different level of activity that has to be done by somebody. It goes back to what I said about you become a part of the problem or part of the solution. Is it the ideal way to handle things? Hell, no. That is not the choice that any logical, sane person wants to say, "Hey, let's go file a government complaint against my employer." Hello? You know, that's a death wish. But it becomes a point where you've had enough. You have just had enough. And so, yes, I would say that is an important point of my life because it showed me I was strong enough to do what was right without really a care for what the consequences were. I think when you get to that point in life that a lot of people won't take that step. Does that make me a great person? No. It made me an unemployed person which made me very unhappy. But I would do it again in a second. I would do it again and I would do it again and again and again. And I will do it again if I have to.

DePue: Okay. This has been a very interesting interview for me and I obviously approach it as the story you had to tell, the study that you did, is an important one as well because it obviously has a huge impact on the society we live in today. So I thank you very much for that. Do you have any concluding comments you would like to make or reflect on?

Bartges: Well, I'd like to thank you too. You know, running in to you in Louisville was serendipitous and it was just amazing. I was so excited when I heard because I had been looking for a place to house this collection since I started making it because I knew that was part of the charge of doing the history part, you know, collecting the histories. But I wanted a place that was suitable for this collection. This group of women and the two guys really are phenomenal across the board. They had, without knowing it, such a huge impact on our society and I think you've tried to kind of get at the societal impact because it's important.

Culturally it's very important because sport is important to our culture. I mean, when you look at how the money, the investment of resources and time and people that are encompassed by sport to say that sport is not an important component culturally and socially is to be extremely naive. And how they unknowingly—and maybe for some of them knowingly—impacted the state of Illinois in perpetuity is amazing to me. I can't imagine being there at that time in their positions. And the amount of time they have spent. The amount of resources they have spent. They didn't get paid. You know, it was volunteer work for high school that was over and above their regular jobs and they did it out of the goodness of their hearts because they wanted to provide opportunity. That is true altruism to me and, you know, I tried to make a point of thanking every one of them even if they weren't coaches that coached me, they still gave opportunities to other girls just like me. And so that builds really a phenomenal group of people.

I'd like to interview some more but, you know, you run out of time. I drove more than six thousand miles for these twenty six interviews over the course of the two and a half years that I was working on them. It was just amazing. What an amazing group of women. But I'm really pleased that you are interested in the collection and I hope that we can get this to happen in the way that we want to.

DePue: I don't see anything that's going to stop us now.

Bartges: Well, that's good to hear.

DePue: Excellent. Thank you very much Ellyn.

Bartges: Thank you.

(end of recording #2)