

Interview with Ola Bundy

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Interviewer: Ellyn Bartges

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Bartges: It's November sixteenth, and we're in Bloomington, Illinois, interviewing Ola Bundy. And Beth Sauser, an assistant executive director of the IHSA [Illinois High School Association], is sitting in with us today. Good afternoon, ladies.

Bundy: Good afternoon.

Sauser: Good afternoon

Bartges: Ola, I'm going to direct my questions to you, and we're going to jump right in because I have a bunch of questions to ask you.

Bundy: Okay. All right.

Bartges: Where did you go to high school?

Bundy: I went to high school at Champaign Senior High School.

Bartges: In Champaign, Illinois?

Bundy: In Champaign, Illinois.

Bartges: Were you born in Illinois?

Bundy: I was born in Illinois. I was born in Allerton, Illinois.

Bartges: Okay. Did you play sports in high school?

Bundy: They had no sports for us to play. I was a member of the Girls Athletic Association which was a member of the statewide GAA [Girls Athletic Association] organization sponsored by the Illinois High School Association. But they had no sports for girls to play.

Bartges: When you say you were a member—

Bundy: Interscholastic.

Bartges: Interscholastic. When you talk about GAA, describe what this meant to you. Did you play other schools or other teams from your own school?

Bundy: Well, we had Girls Athletic Association and then later on when I taught, I was a sponsor for GAA. So I'll just tell you what GAA meant in the State of Illinois.

Bartges: Okay.

Bundy: There were statewide almost five hundred schools that belonged to the Illinois League of High School Girls Athletic Association, which was sponsored by the IHSA.

Bartges: Okay.

Bundy: And it was a division of the IHSA.

Bartges: Did it have its own leadership and executive council and things?

Bundy: It had its own manager in the IHSA office and assistant manager for the IHSA and that's—and it had its own rules and so forth.

Bartges: Okay. I'll come back to that.

Bundy: Okay. All right.

Bartges: The games that you played with GAA, were those after school? How many days a week were they, or how long a period of time—

Bundy: It was intramural. It was intramural and it was after school. And it had different activities at different times during the year. We did have at Champaign Senior High School, and then at other schools, we had the facilities, where demand on facilities was—

Bartges: Sure—

Bundy: —(laughs) great, and so the GAA had to take what was leftover in terms of facilities. So we had to have our activities around what boys' basketball and everything else had in the school.

Bartges: Did you ever play on the weekends or just during the week?

Bundy: It was just during the week. It was after school. And we did have play dates that our GAA was invited to. They had—the Illinois League sponsored fall play days and spring play days, and a group of schools would be assigned to go to a school that was hosting a play day. And then we would get divided up onto teams so that no more than two girls from any one school was on any team, whether you were playing volleyball or basketball or softball or whatever you were playing. And so the play days—then there were no winners and we had lunch or something afterward and—but we had a great time.

Bartges: Did you keep score?

Bundy: Oh yeah, for the games that you played. But it was your—it was your team of plums or grapes or oranges or apples or whatever. It wasn't—you did not play on a team representing your school. In fact, when I came into the IHSA office, there were a number of letters and cases in the files. One was after a play day someplace, two schools with their girls decided to stay after the play day and play against each other in basketball. And of course this was reported to the IHSA and then the school was penalized because there was no interscholastic athletics.

Bartges: What might a penalty have been for something like that?

Bundy: Well, they would—the school was put on probation.

Bartges: Just the girls or the boys too?

Bundy: The whole school. Usually when a penalty comes, the school is put—the school is penalized.

Bartges: Okay.

Bundy: Because it's up to the administration to make sure their school follows the rules.

Bartges: So did you ever have class teams, like freshman, sophomore, junior, seniors?

Bundy: Yes. We had that in the intramurals, in the GAA. And sometimes it was different kinds of teams, but often it was class teams.

Bartges: Was your experience in playing five-player or six-player basketball?

Bundy: Six-player basketball, half court.

Bartges: With a rover¹?

Bundy: With a rover. I mean, that came in.

Bartges: Right.

Bundy: Rover came in later on.

Bartges: I didn't know if you had played with a rover or if you never played with a rover.

Bundy: Well, I had—I didn't—I played with a rover at University of Illinois.

Bartges: Okay, so later on?

Bundy: Yes, later on.

Bartges: When did you graduate from high school?

Bundy: Nineteen fifty-three.

Bartges: What's the highest level of education that you've achieved?

Bundy: Master's degree—not a master's degree—a bachelor's degree in physical education for women, but I have graduate hours in addition to that. But I started my job, and when I started my job I had no time for it. I tried. I tried but it didn't work (laughs).

Bartges: It's hard. Where did you go to university?

Bundy: I went to the University of Illinois.

¹ In the 1950s and 1960s women's basketball was often played with two stationary guards, two stationary forwards, and two "rovers" who were allowed to run the entire court.
<http://www.ncweb.com/biz/sherock/history.html>

Bartges: You say you have a bachelor's degree in PE for women—

Bundy: Yes—

Bartges: Is that how U of I [University of Illinois] gives degrees?

Bundy: It was physical education for women at the time, yeah.

Bartges: Are you familiar with the postal tournament?

Bundy: Yes, the Illinois League sponsored postal tournament. Or the GAAs that I sponsored and participated in, we participated in the basket shooting contest.

Bartges: Could you describe that? I mean—

Bundy: Okay. It had ten specific spots that were marked around the basket on the floor.

Bartges: Like around the world?

Bundy: Uh—

Bartges: The game?

Bundy: Around the world but they were—you had to measure them specifically for spots on the floor where you would shoot from—

Bartges: Okay—

Bundy: —for the number one shot and the number two through ten.

Bartges: Did you have to go in order?

Bundy: Yes, you had to go in order.

Bartges: Okay.

Bundy: And then if you shot at number one and you made it, then when it was your turn again—

Bartges: You individually?

Bundy: Me individually. Then I would go to the spot that I had missed first so that the players—the girls would shoot in order. And of course if you got every shot in ten shots, then that was perfect. But I don't know of anybody who ever got

perfect, not in my GAAs. And I had some low scorers, but later on when I was in charge of the GAA, then I conducted the Postal Basket-Shooting Contest and—

Bartges: At your school or statewide?

Bundy: Statewide, all the GAAs that entered the Postal Basket-Shooting Contest. And the results were sent to the IHSA office. And then I went over all the results from all the schools and then I determined who was the winner.

Bartges: Hence the word Postal?

Bundy: Postal.

Bartges: As in?

Bundy: As in sending it in the mail.

Bartges: How many kids participated on a team in a basket shooting contest?

Bundy: Well, every member of your GAA could participate in the basket shooting contest if you entered the Postal Basket-Shooting Contest.

Bartges: For you as a high school player, how many kids participated in your GAA program when you were in high school?

Bundy: Oh we had...I would say there were between 100 to 125.

Bartges: How big was your school?

Bundy: We had approximately a thousand at that time for Champaign Senior High School. That was three grades—no, it would be a couple hundred less than that.

Bartges: Okay so you had sophomores, juniors and seniors at your school?

Bundy: Yes, right.

Bartges: How often did the postal tournament happen? Was that annually?

Bundy: Once a year.

Bartges: And anyone who belonged to the GAA and the Illinois League could participate in that?

Bundy: Yes. They had to enter and they had to send an entry fee to the IHSA office for participation, and then they would get the forms and how you measure out and

everything. At the schools where I sponsored GAAs, we participated in the basket-shooting contest and we persuaded them to leave—there was like a little purple dot on the floor that marked every one of them. You couldn't see it.

Bartges: So you didn't have to measure every time?

Bundy: So you didn't have to measure every year. (laughter)

Bartges: Did—I forgot the question I was going to ask next.

Bundy: Okay. Well, the shots were a variety of shots—some layup shots, shots from way out, shots in the corner from both sides, and one from the free-throw line. So it was a variety of shots.

Bartges: You're the first person that I've interviewed that knew what this was. I've read about it, but you're the (laughs) first person that can actually explain what it is and even what—the things that I have read about it have been sketchy so—

Bundy: Okay.

Bartges: Did you have any experience in industrial leagues?

Bundy: No. I didn't have any experience in playing in industrial leagues. I have a number of friends who in their time participated in—like the Park District in Chicago, they had a lot of teams that participated. And in the suburban areas, their park districts had girls' and women's basketball.

Bartges: I thought of the question I was going to ask you—one last question about the postal tournament.

Bundy: Okay.

Bartges: When you actually had your basket shooting contest, did you ever have any spectators there or was it just the participants?

Bundy: No, it was just our GAA girls.

Bartges: Okay. Did you serve in the military or the national guard at any time?

Bundy: No, I didn't.

Bartges: Were you a Girl Scout?

Bundy: I was a Girl Scout, and I was also an assistant camp director for two different Girl Scout camps.

Bartges: Okay. So you were an adult Girl Scout as well as a youth scout?

Bundy: Yes.

Bartges: Did you teach or coach or both in the secondary school system?

Bundy: I taught.

Bartges: Where did you teach?

Bundy: I taught at Grant Park, TFS [Thornton Fractional South] in Lansing.

Bartges: Lansing?

Bundy: Illinois.

Bartges: Illinois.

Bundy: Thornton Fractional South High School.

Bartges: Thornton had some good basketball.

Bundy: Yeah, Thornton of Harvey, yeah. Thornridge too, Dolton Thornridge.

Bartges: How many years did you teach in the secondary system?

Bundy: I taught eight-and-a-half years.

Bartges: Eight-and-a-half years? And what—you obviously taught PE?

Bundy: Physical education. I also taught biology first year and I taught physical education.

Bartges: How large was the enrollment at the schools that you taught at?

Bundy: Well, the first school, it was a very small school. I couldn't give you the enrollment now, but it would be in Class A—

Bartges: Okay—

Bundy: —(laughs) as far as the IHSA is concerned now. And it would—also TF-South [Thornton Fractional-South] in Lansing was a large school. I would say it's probably at least 1200, 1300.

Bartges: Was your principal male or female?

Bundy: Male.

Bartges: At both places?

Bundy: Um-hm.

Bartges: Do you know where they were from?

Bundy: Um—

Bartges: Were they from Illinois or were they from somewhere else?

Bundy: Well, the principal that impressed me, he came in, he was from Indiana and he made sure that we got leather basketballs in GAA. We had rubber basketballs until he got there. And he said, "You cannot play basketball with rubber basketballs. I come from Indiana," (laughter) and he said, "you will have leather basketballs for GAA."

Bartges: Were they in favor or against adding girls' basketball or sports in general, your two principals?

Bundy: My two principals—

Bartges: And you may not remember.

Bundy: It was not an issue at that time.

Bartges: Okay, so they supported GAA?

Bundy: Yes.

Bartges: And that's all there was and there was no—

Bundy: Yeah.

Bartges: Okay.

Bundy: I forgot to mention that I came back and taught a year at Champaign Central High School, which was Champaign Senior High School. So I taught a year before I went into the IHSA office back at my home high school. And that's when I became involved.

Bartges: Was the principal there male or female?

Bundy: Male.

Bartges: Was he supportive of girls' sports?

Bundy: Yes, he was.

Bartges: Was he from Illinois or was he from somewhere else?

Bundy: I don't know where he was from.

Bartges: Did you ever participate in a National Sports Institute or a National Leadership Conference?

Bundy: No, I didn't.

Bartges: Okay.

Bundy: My predecessor did, I know, because—

Bartges: And who was your predecessor?

Bundy: Predecessor was Geraldine Rennert. And she had held the position of assistant executive director for thirty-two years.

Bartges: At the IHSA?

Bundy: At the IHSA.

Bartges: What sort of—she must have been in charge of GAAs then?

Bundy: Yes, she was.

Bartges: So she was really part of the Illinois Girls' League. She was head of that?

Bundy: Yeah, she was the head of that, but it was a division of the IHSA.

Bartges: Right.

Bundy: And so it was controlled the same way, with the board of directors of the IHSA and—

Bartges: Okay. Were officials in Illinois concerned with what version of the rules were used for basketball?

Bundy: The men or the women?

Bartges: The women.

Bundy: (laughs) the women were concerned because the women officials came from DGWS [Division for Girls' and Women's Sports] and NAGWS [National Association for Girls and Women in Sport]. The women coaches in Illinois at the beginning were concerned with what rules would we follow and—

Bartges: And it's implied there that all of the coaches would have been physical educators. Is that true or false?

Bundy: Yes, that's the very primary part (laughs)—when we first started coaches were women physical educators.

Bartges: Okay. So they were concerned with what version of the rules you used?

Bundy: Yes, because DGWS and NAGWS made rules for girls and women in sports when nobody else cared about girls and women even playing in sports. I remember that I was in attendance at a meeting with JoAnne Thorpe from Southern Illinois University and Lou Jean Moyer from Northern Illinois University...and there was somebody else that I can't remember in Cliff Fagan's office. Cliff Fagan was the executive director of the National Federation of State High School Associations. So he was meeting with JoAnne Thorpe and representatives from DGWS or NAGWS because they were concerned because the national federation had announced that it was going to begin making rules for girls' sports. And so I remember at that meeting, it was pointed out that the national federation was acting on the recommendation and wish of its member state high school associations that the national federation make rules for the girls' sports the same as they had done for the boys' sports for some really important reasons. First of all, the high school coaches and people involved with the high school sports needed to have their say into what the rules would be. At that time NAGWS and DGWS, they were mostly university people who were involved in the formulation of the rules. They had officiating boards. We had like eight officiating boards for women officials in NAGWS and DGWS in the State of Illinois. As we started with the girls program, I was responsible to work with those eight boards of women officials. It was—I could not get the test and give the test to the officials and—

Bartges: Because they had to come from NAGWS?

Bundy: Because they had to come from NAGWS and the boards of women officials had to give the tests. They—

Bartges: So they had to proctor it?

Bundy: They had to proctor it. They had—also the officials had to do actual officiating and be rated as officials as they officiated a game. And all of those different things were controlled by DGWS, NAGWS. And I tried. I tried my level best to work with them but there were complaints coming in from our officials who were under the IHSA program. We had started to register women officials. We had a women officials department to handle the girls' sports. And there were complaints coming in because there were all kinds of problems with the rating of officials. They felt that some people were given favoritism in terms of the ratings, the taking of the tests, and all of the different things. And we took what they gave us from the IHSA office as far as what rating they had. So then it—the—as I talked about the test and everything. Well, then the IHSA began to sponsor rules meetings in the girls' sports. The first ones we had were in girls' basketball and in girls' volleyball.

Bartges: And that was about in 1969 or 1970, 1971?

Bundy: I think so, yes.

Bartges: When the two groups were meeting with the national high school federation, at what point did the federation say, "No, we're going to do this and you can—"

Bundy: The NAGWS, DGWS people were concerned because the major revenue of AAHPERD [American Alliance for Health, Physical Education, Recreation, and Dance] was from sale of rules books and things in girls' and women's sports. So they felt they didn't want the national federation to do it, but Mr. Fagan explained to them the reasons why it was so important. Then I, in my own way, I tried to help in terms of letting them know the problems that existed because I was responsible for the officials. I was responsible for whatever training and whatever ratings and things they had, but I did not have control—did not have any say in the rules as to what rules the rules would be. And so then shortly after that meeting—and I can't tell you what year that was but—

Bartges: That's okay—

Bundy: —Nineteen seventy, nineteen seventy-one was when the first girls' interpretation meetings were held. But anyway, we changed over, and I remember I did up a whole great big recommendation to the board of directors for making the transition from NAGWS/DGWS rules and the transfer of their ratings to national federation rules. And from there we started doing the same things that we did in boys' basketball, and that was sending out rules exams so that they took a rules exam and so forth. And then as far as their officiating, it was—the thing that was known was that when you signed up and you became an official, DGWS/NAGWS criticized because they thought that anybody who passed an exam then could be an official—and that isn't really true provided they have the

right recommendations.

Bartges: Right. What was your source for basketball officials during this period from say 1968—well, which is too soon—to 1977?

Bundy: Those who had been officiating at the college level and other levels and had NAGWS/DGWS ratings and then—

Bartges: So they were all affiliated with those two organizations?

Bundy: Well, they were at that time, and they had to be in order to be in our IHSA Women Officials department because they had to get a rating. They could register, but they had to go to them to get the test and stuff which—so then it changed from that. And also, the Illinois High School Association then had a say-so in what the rules would be through the national federation.

Bartges: You said what the source was back then. What's the source for officials now? Is there any kind of recruiting or grassroots program for development of officials that you know of? You may not—

Bundy: Oh, there's lots of different programs. The IHSA and the person who's in charge of the IHSA's Officials Department, they have clinics and they have all different kinds of things for officials. The problem with women officials is that there are still probably—you could probably count on three or four hands the number of women officials in the State of Illinois.

Bartges: I actually have counted it at one point.

Bundy: And it's not very many.

Bartges: It's not (laughs) very many. And they're mostly in the urban areas—

Bundy: Mostly in the urban area—

Bartges: —around St. Louis and Chicago. There's a few in Peoria.

Bundy: At the point where we became one officials department—

Bartges: Nineteen eighty-one or so.

Bundy: Yes, 1977-1978. At that time I was not in favor of merging the two officials departments and making one officials department, but I was overruled.

Bartges: Why weren't you in favor of it?

Bundy: I wasn't in favor of it because I knew what would happen. It threw six thousand men officials into the—for example, into the girls' basketball program.

Bartges: It flooded—

Bundy: And the thing happened—yes, it flooded it. And the thing happened that I feared from the beginning, and that was that men who could not get games in the boys' program—couldn't get games that were varsity games and so forth—they came into the girls' program and they thought they were topnotch officials.

Bartges: Why would athletic directors hire them if they were sub at whatever they were doing if there were other qualified individuals that had been happy to referee girls' games?

Bundy: Well, because there weren't enough. Came Title IX² and came the expansion of the girls' program, and any given night in girls' basketball you would need to have a certain number of officials. And the officials just weren't there if you didn't merge the two departments and allow those officials to come in but—and it was okay except that not enough has been done in my opinion—enough has never been done to recruit women officials for girls' basketball. And it was always an objective of mine to have women officials, provided they were qualified, to have opportunities to officiate in girls' basketball.

Bartges: Yeah, I don't ever recall seeing male officials. And the women wore skirts when I was playing.

Bundy: Yes.

Bartges: (laughs) So—

Bundy: Well, you know and then—

Bartges: By the time Beth played, I think they had probably gotten rid of the skirts.

Bundy: Well, they had because that was one of the contentions. At first we had the blue-and-white striped top for the women and navy blue. And so we were going to have the different color. Well, the men would not stand still for buying another uniform, and plus they were not available. So the women now wear basically—because they don't make—they don't really make women officials' tops—

² Title IX is a portion of the Education Amendments of 1972. It states, "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: Right.

Bundy: —and everything. They don't make them with the tucks and things that are more feminine. And so women officials then had to wear the uniform top tucked in.

Bartges: Yeah.

Bundy: Well, that's not always becoming to every woman official, and it was—it's too bad. One of those things.

Bartges: It is one of those things. (laughter) In 1971 when the National Basketball Committee Experimental Rules became official, how did that impact Illinois?

Bundy: When the what?

Bartges: The National Basketball Committee Experimental Rules became official. Essentially, it made sure that it was five-player basketball.

Bundy: I don't even remember that.

Bartges: Okay.

Bundy: Because when we started with girls' basketball, we were playing five-player.

Bartges: When you were the head of the GAA at Thornton Fractional and when you went back to Champaign, were you playing five-player then with the kids that you were—

Bundy: No. And see that came in the time when I came into the office, 1967. And then before we started expansion in 1969, must have been when the five-player came because we were playing five-player when we started the expansion of the girls' program.

Bartges: Well, and that's sort of—the National Basketball Committee Experimental Rules just totally eliminated—except in places like Iowa, Oklahoma, and I think Kentucky maybe—that they were still playing some six-player—but it was sort of a codification of the five-player rules.

Bundy: Yeah.

Bartges: And if you don't remember it, that's fine. Did you belong to any group or groups who were active in the civil rights movement?

Bundy: No, I did not.

Bartges: Billie Jean King³ says that she hates labels and being labeled. However, for the purpose of this interview, how did you or would you characterize yourself during this period of your life, or in general for your life?

Bundy: An advocate for equity for girls and women, and particularly in sports.

Bartges: Now this is sort of an umbrella question and then there are sub-questions. So the big question is a big one and then there's—I'll break it out for you. And what I'm going to ask you about is about the role you had in getting interscholastic basketball added for girls in Illinois. And the first thing I want to ask is, did you face any obstacles during this process, and if so what were the obstacles? What kind of obstacles?

Bundy: We faced obstacles in development overall for the girls' program. The obstacles we faced were facilities, finances, and personnel. They are still the obstacles to all programs today. If a school has enough facilities, and they have the finances, and they have the personnel, they will offer the programs. And if they don't, then when the girls' program came, facilities that were already overloaded with boys' teams—I mean maybe sometimes four and five levels of boys' basketball—they didn't want to give up any level—

Bartges: Right—

Bundy: —to allow the girls to have teams. And they didn't want to—in girls' basketball there were still schools ten, fifteen years later that still thought that girls in their school would rather be cheerleaders than to play basketball. But that has changed drastically. Now with the beginning of the girls' programs, I worked with all the different committees that recommended what sports and what we did from the very beginning.

Bartges: And I'm going to ask you about some of those committees.

Bundy: Okay.

Bartges: With the obstacles, do you feel that these obstacles—I sense the answer to this—do you feel that the obstacles were overcome in general—the things that you mentioned—the facilities, the finances, the access to personnel?

Bundy: Yes. Yes, they were. They were in order to allow for the girls' program.

³ Billie Jean King is an American professional tennis player. She won 39 Grand Slam titles, including 12 singles, 16 women's doubles, and 11 mixed doubles titles. An advocate for sexual equality, she won the Battle of the Sexes tennis match against Bobby Riggs in 1973.

Bartges: How long did that take to get the ball rolling?

Bundy: Well, in 1967 when I came in, the Legislative Commission Office of the IHSA had still not given a majority vote to put out to the schools, a vote for the increase in the girls' program.

Bartges: And what was the legislative commission? Who made that up? How did you get on it?

Bundy: The IHSA Legislative Commission was made up of how many districts, legislative districts?

Sauser: We have, I believe, fourteen right now.

Bundy: Twenty-one? I don't know.

Bartges: Were there seventeen then?

Bundy: Seventeen, twenty-one, I'm not sure. I'm really not sure how many districts there were. But a principal was elected from each district to serve on the IHSA Legislative Commission.

Bartges: And who elected them, the other principals?

Bundy: The other principals, yes.

Bartges: Okay, so this was a rule that each area or each section knew that they had to elect a delegate to—

Bundy: Yes—

Bartges: —as a member of this umbrella organization?

Bundy: They didn't have to vote for a person, but however many voted in their district—

Bartges: Okay—

Bundy: —was who elected them. But they didn't have to vote. But anyway—the IHSA Legislative Commission then met once a year. And I remember the first meetings that I attended—

Bartges: Which were?

Bundy: —in Chicago in 1967 and 1968. And they met once a year in the fall, and they would consider proposals to amend the constitution and by-laws of the IHSA that

were submitted by member principals by a certain date.

Bartges: Was that the whole function of that committee?

Bundy: It was the whole function.

Bartges: Okay.

Bundy: And they met—they used to meet—they met in the morning and considered the proposals, and then they went to the Quarterback Club in (laughs) Chicago at the hotel there which was a nice dinner for them to go to at lunchtime. And then they would come back in the afternoon and take the final vote on which proposal should go out to the principals to be voted on and the referendum.

Bartges: And then the proposals that were sent out to individual principals across the state, each of those principals could vote on that proposal?

Bundy: Yes.

Bartges: And then submit that as long as they were an IHSA member institution?

Bundy: Yes, right, and they had the official principal and their signature so that—and those were—

Bartges: And I don't mean to beat a dead horse—

Bundy: No, that's fine—

Bartges: —but it's an important concept because some of the other people that I've interviewed, they talk about this committee, yet they didn't know the structure of it, and I don't know the structure of it.

Bundy: Yeah.

Bartges: And say Lori Ramsey—

Bundy: It's now changed. It's now changed so that there are athletic directors who also serve on the IHSA Legislative Commission and—

Sauser: It's a thirty-five member commission now.

Bundy: Thirty-five member commission now.

Bartges: So the areas they represent are smaller?

Bundy: No they—

Bartges: Just more per area?

Sauser: It's in the handbook.

Bundy: There are more people representing the districts.

Bartges: Okay, well, that's okay. Lori Ramsey talks about a vote of 15 to 2 against adding basketball—

Bundy: That's right—

Bartges: And then they talk about—

Bundy: Okay, so it must have been seventeen legislative—

Bartges: And in her master's thesis, Linda Lee Bain also discusses the voting and the process over a period of a couple of years where the voting occurred and how votes were gained, so I want to make sure that I have an understanding of what that commission is about.

Bundy: All right. I remember the exact commission meeting where it was finally approved by a majority vote of the legislative commission to send out to the member schools to start expanding the girls' program.

Bartges: What about that meeting do you remember?

Bundy: I remember that they were concerned but—and I spoke in favor of the proposal. And there were principals who appeared in the morning and spoke in favor of the proposal. And it was just time. It was time for the Illinois High School Association—and I spoke from that point, that it had been ten years. They had been receiving this proposal for ten years and—

Bartges: The exact same proposal?

Bundy: Almost the exact same proposal to have girls' interscholastic athletics. And so—the principals and the schools were ready for it, and there was lots of support from different areas. And they—they just knew that it was time.

Bartges: Do you remember what the vote was?

Bundy: I don't remember what the vote was, but it was a majority and it was a good majority. It was not a unanimous vote but it was a good majority.

Bartges: Do you think—when you talk about it just being time—I know where I'm from, and probably where Beth is from also, when you drive around and you look at the schools in the suburban Chicago area, a lot of those schools were built during this time period. There's tremendous growth in the state and in the high schools because all the kids of the baby boomer generation were now getting into high school. Do you think that had an influence on their decision?

Bundy: I think it did. It was the suburban principals that kept coming to the legislative commission. And I mean, they were adamant. Particularly the principal at Glenbard East High School in Lombard—that principal. And then he was later on the board of directors.

Bartges: Do you know his name?

Bundy: Bill Rider.

Bartges: R-I-D, like Rider?

Bundy: R-I-D-E-R.

Bartges: E-R, okay. I'm sorry, I don't hear very well.

Bundy: I think it was R-I-D-E-R.

Bartges: But that's what it sounds like anyway?

Bundy: Yeah. And there was also a principal from Glenbrook South High School, and his name escapes me at the moment.

Bartges: That's okay.

Bundy: But, I mean, he really came and he really put it to the IHSA Legislative Commission about all these girls that should have opportunities to participate in interscholastic athletics.

Bartges: Were there any women on this commission?

Bundy: No.

Bartges: Had there been to that point?

Bundy: No. There had never been a woman on the IHSA Legislative Commission.

Bartges: Even now?

Bundy: Well, there has been now. Yeah, there's a woman now.

Bartges: I was concerned there for a second.

Bundy: No, no, until this time.

Bartges: Oh, okay.

Bundy: Okay. There were very few women principals in the State of Illinois at that time, and what women principals there were, were in the Chicago Public Schools mostly.

Bartges: What motivated you to lead or to push for these changes? And I'm looking at basketball, but in general at the high school level—for you, for Ola Bundy. What motivated you?

Bundy: It motivated—I was motivated by the women who were working for our girls' interscholastic athletics. I would go out, and I would meet with them like at the IAHPERD [Illinois Association for Health, Physical Education, Recreation, and Dance] convention when I was representing the IHSA. I mean, I would get pummeled with questions and "Why isn't the IHSA doing this?" And then in turn, I would discuss with them—I can remember a day when I met with the Illinois Girls' Sports Day Committee. And they were calling it sports days, that's what they wanted. And I said, "I think you would have more success if you just called it what it is. Interscholastic athletics is what you want for girls." "Oh no, no, we don't really want that." And so—but—

Bartges: Do you think they didn't want that because they were PE teachers?

Bundy: They had a vision of what they wanted. They did not want the out-and-out interscholastics really that boys had, but that was the only thing that the principals were going to understand. And I think that was probably my role in making that bridge to actual girls' interscholastic athletics.

Bartges: You say some of the people that worked for—do you remember some of the names of those people?

Bundy: Well, there was Marian Kneer, Eva Claire Ohlmeyer from Glenbrook North High School. There was—Well, there were Iris Bolton from New Trier. There was Margaret Bourne from Evanston Township High School. There was Gerry Ryberg from New Trier. There was Kate Pearce from Main South in Park Ridge, and her principal was instrumental in coming to the legislative commission. He was on the legislative commission which helped.

Bartges: Yes, that would be a big bonus.

Bundy: Yeah, and—

Bartges: What existed of girls' interscholastic athletic programming at the IHSA when you started?

Bundy: When I started there were some suburban high schools that had some girls' tennis interscholastic competition. Other than that I don't know of any schools that had—they may have had some badminton, but I didn't know about it as far as badminton teams. And that was one of the reasons why the legislative commission kept saying, "Well, they don't even participate in the interscholastic sports they can have. Why should we—"

Bartges: So because they chose not to play badminton, that means they didn't want to play anything?

Bundy: Yeah, right, or golf or archery. At the time those were the four sports that they were allowed to have interscholastics in. And so—but basketball—when we first started with girls' basketball, I was on the committee. We had—girls' basketball came in with the other team sports—when we had sports days at the very beginning in 1969-1970, we had some limited contests in the team sports and girls' basketball was included. Then as we participated and it became out-and-out interscholastic contests permitted in all sports, then we had to determine what the sport seasons were going to be and what the number of contests were going to be, because unless you limited the number of contests for girls and boys and had the right sports seasons and the scheduling and everything, why then—so we got into all of that.

Bartges: And that's where this next string of questions is. How was the girls' interscholastic program developed? Did you—that's a pretty broad question I realize. Did you choose groupings of sport and say, Okay we're going to work our way through these individual sports and then we're going to work our way through team sports and then we're going to—or we're going to pick sports that are opposite of what boys play so that it's sort of balanced? How did you approach this piece of the pie?

Bundy: Lori Ramsey was a member of one committee that—and I remember a committee in particular that she was a member of. But we had committees of persons who came to the IHSA office and met and made recommendations which were then given of course to the IHSA Legislative Commission so that the legislative commission then had proposals that were coming from committee work—

Bartges: Okay—

Bundy: —and submitted by principals of IHSA member schools but it was as a result of

committee work with various factions.

Bartges: And Lori was probably still at Pekin High School at this point so—

Bundy: Yes, right—

Bartges: —that would have been her interaction.

Bundy: Yeah.

Bartges: Once you had those recommendations from the committees and they were presented to—

Bundy: Well they were presented through principals of IHSA member schools to the IHSA Legislative Commission.

Bartges: And then how were they implemented?

Bundy: And then they were implemented. It was my job to implement them.

Bartges: Okay.

Bundy: (laughs)

Bartges: Why was it mandatory for schools to retain an intramural program for girls after the July 1, 1973 bylaws were changed to allow interscholastic sports?

Bundy: Well, we had—the bylaw that affected the girls was in the girls' division, and all of these committees had what they thought was appropriate for girls and that was that the sport—in order to include the sport in their interscholastic program they had to have it in their physical education program and in their intramural program.

Bartges: So it had to be part of the curriculum—

Bundy: Right—

Bartges: —that they were taught and then it was—

Bundy: Also, and—that we held—we held that bylaw until the Diane Bell lawsuit in Urbana. A girl wanted to be on the boys' cross-country team.

Bartges: Right, that's about four questions down here.

Bundy: Oh, okay. All right, well, but that affected the whole thing because after the Diane Bell lawsuit, then there was a special meeting of the legislative commission

in the spring after we had lost that lawsuit. And a special meeting of the legislative commission, acting on the judge's decision in the Diane Bell case, was sent out to the principals, and from there on there was no separate division for the girls' interscholastic sports. The bylaws in the athletic division of the IHSA constitution and bylaws were applied to girls as well as boys.

Bartges: If that was so, then why was it not until 1978-1979 that the League of High School Girls' Athletic Association was dissolved? Why did that survive?

Bundy: Because it was still—we still had the Illinois league for those years. It was still a division but the interscholastic part of the girls, and the bylaws saying you had to have women coaches and women officials, all that was taken out of there.

Bartges: Right. What did the league do, the League of High School—

Bundy: It still did the things that it did before.

Bartges: Oh, okay.

Bundy: The play days and the camps and everything, but then it was dissolved.

Bartges: Okay. And I'm going to go back to the Bell case. In 1973-1974 Bell v. the IHSA, male coaches and officials were essentially legitimized. Why had the IHSA banned—

Bundy: In the girls' program.

Bartges: In the girls' program. Why had they banned men from these activities previously?

Bundy: Well, and this was, as I said, the result of what the women felt was appropriate because they wanted to get the women to have the opportunities to coach and officiate in the girls' program, and to bring the girls' program along in accordance with what they thought was appropriate.

Bartges: When you say women and they, who are you talking about?

Bundy: I'm talking about all the women who were coaching and officiating and who served on these committees to recommend these things to the IHSA—Lori Ramsey among them.

Bartges: Was the bottom line on that that these were physical educators?

Bundy: Yes.

Bartges: Because wasn't that one of the rules also that not only did the person who was the

coach have to be female, but she had to be a female physical educator?

Bundy: I don't know. I don't think that was true.

Bartges: Okay.

Bundy: Because she had to be—as all IHSA coaches at that time, in every member school, they had to be a member of their school faculty.

Bartges: Right, and that's changed a lot too.

Bundy: (laughs) It sure has.

Bartges: (laugh) How did this case affect the IHSA and girls' sports in Illinois at this time? And you've touched on it sort of briefly. Would you say it was a huge impact or a minor tremor?

Bundy: I would say it was a huge impact because it—in girls' basketball for example it drew six thousand men officials into the girls' basketball program. I mean, it had that potential. The coaches—and I did research at the time as to the number of coaches that were men only after a short time.

Bartges: Yes, I read that.

Bundy: And it wasn't very long until men took over the coaching.

Bartges: No, if you go through the state tournament, just for the state tournament in the first—from 1977 to 1982 there are almost—officials and coaches are primarily female. When we went to the two-class system in 1981 and 1982, all of a sudden there's a huge appearance of male influence at that point in time.

Bundy: Yeah. And you see all of this was important though as we started with the girls' program. And you'd asked me about my role in all of this because as we started we had a separate advisory committee for girls' basketball.

Bartges: Is that the Sports Advisory Committee?

Bundy: Sport Advisory Committee. And they had different sports. But we had a Girls' Basketball Advisory Committee. And when there were all women coaches, we had all women on that committee that determined the terms and conditions and what the state series would be and so forth. Well, then when—now that has changed. Now not only that, but through the years they changed and made it a combined committee so that it's a joint committee. I don't know if that's still true. But anyway Beth could—whether or not that—I think they might have separated them again. I don't know. But anyway, as we worked and as Title IX came

along, it was my firm belief and still is my firm belief that participation in girls' interscholastic athletics should mean the same kinds of things as participation means to the boys in interscholastic athletics. So that boys who participate can look forward to being coaches, officials, athletic directors, principals, everything having to do with the program. I don't believe because of the way things have happened—and Title IX helped to speed everything along. I mean, we had to have programs overnight almost—

Bartges: Yes—

Bundy: —with the coming of Title IX. I mean we were starting—

Bartges: I was one of those Title IX babies.

Bundy: Yeah, right.

Bartges: Thrown out of the bathwater, okay play. Had never played anything until I got to high school and all of a sudden here were all these opportunities.

Bundy: Yes.

Bartges: It was stunning.

Bundy: Yeah.

Bartges: But we had no training. (laughter)

Bundy: Yeah. Well. And so—but it is—you as a participant in girls' basketball, that participation should have brought you the same kinds of opportunities, if you wanted them, to be a coach, an official, an athletic administrator, school principal—because a lot of the school principals, men school principals, have been in athletics.

Bartges: Yeah, that's true.

Bundy: I mean, it all seemed to work together. And so I still believe that should be, but at the time when our girls' program happened—now girls, because of all of society, now they can be anything they want to. They can be doctors, lawyers, merchant, chiefs, whatever they want to be, and it doesn't mean that they just be officials and so forth. There's still some things regarding that—about women officials and men officials. But you ask—did you ask about hiring—

Bartges: Well, I'm wondering about the Sport Advisory Committee. How was membership for this committee selected?

Bundy: It was selected in a—and I would say Girls' Basketball Advisory Committee if we're talking about girls' basketball—

Bartges: Okay—

Bundy: —because there were committees for each sport, okay.

Bartges: Right.

Bundy: We have the IHSA board of directors divisions of the IHSA. And on an advisory committee, you wanted to have a representative, a coach, from each of the IHSA administrative divisions for those advisory committees. So that when we first started out, the Girls' Basketball Advisory Committee was made up of eight coaches from eight divisions of the administrative division board of directors.

Bartges: And so they were just sort of hand-selected onto this committee or did—

Bundy: They were hand-selected. Sometimes their principals would write and recommend their coach. And at that time they had to be participants in the IHSA basket—they had to have girls' basketball, sponsored girls' basketball.

Bartges: Do you remember who was on the first—

Bundy: No, I don't. Now Cindy Butkovich might have been able to tell you that because she was in charge.

Bartges: She was in charge of that.

Bundy: At first. And I helped to develop the terms and conditions for girls' basketball that was made for the first Girls' Advisory committee, things that they considered.

Bartges: Right. And that's what I'm trying to get a feel for, sort of the structure. The structure needed to be put in place and developed—

Bundy: Right—

Bartges: —so that then not only could implementation happen of a program, but then it could lead to success for those individual areas.

Bundy: Okay. Maybe we've gotten a little bit mixed up in terms of state tournament series as compared with the programs that were going on—the training of officials, registering of officials and all of that—

Bartges: Yeah, and I have some questions about registrations—

Bundy: —or local regular school programs.

Bartges: This is just—I was just curious about what was the Girls' Basketball Advisory Committee and how was the membership selected?

Bundy: They were coaches in member schools that offered girls' basketball.

Bartges: Okay.

Bundy: And each committee also, I think, had to have a principal on the committee in addition.

Bartges: So at this point in time, the first Girls' Basketball Committee would have been predominantly women?

Bundy: It was all women.

Bartges: Do you want to take a quick break here?

Bundy: Sure.

Bartges: It's about time to change the tape.

Bundy: Okay.

Bartges: That would be excellent.

(End of Tape One, Tape Two Begins)

Bartges: Okay. This is tape number two with Ola Bundy on November 16. Why were there no sports days for basketball added in 1969-1970? I think it was the next segment of years that basketball was added.

Bundy: Um—

Bartges: Nineteen seventy-two to nineteen seventy-three.

Bundy: Yeah, in 1972-1973 they added girls' basketball. I'll tell you exactly why they didn't add girls' basketball at first—they thought if they added girls' basketball right away, all the schools would say, "No, no, no, we're not going to do it. We're not going to have interscholastics for girls." So in order to get the interscholastics going and then to include the sports that weren't included in the very beginning.

Bartges: Why—

Bundy: But to get it started and to show that—that's the only thing I remember.

Bartges: That's okay.

Bundy: That the facilities in the wintertime—as I said they had four and five levels of boys' basketball and they didn't want to give up one time, one slot, for girls' basketball.

Bartges: So omitting basketball was sort of the carrot—

Bundy: Well—

Bartges: —the enticement to schools to add—

Bundy: That at least we would get the girls' interscholastic athletics started and expansion started and then add basketball.

Bartges: At this point in time, in 1969-1970, how did the IHSA define sports days?

Bundy: Sports days were—they had—we had a number of contests that they could participate in in a sports day, and that was in the league division I believe. For a sports day, they couldn't play over five contests or four contests, I don't know. But they came together on a sports day. And more or less—I went to sports days in those times, girls' volleyball as they started and later girls' basketball. They would have—in the whole field house they would have matches and things going on. And a whole bunch of schools were there. It was like a big tournament is what it was, a one-day tournament.

Bartges: Were teams from schools allowed to participate as a school team now?

Bundy: Yes, right.

Bartges: It wasn't like when you played, where you had to divide up?

Bundy: No, no, no.

Bartges: Would you view that as progress?

Bundy: Oh yeah. (laughs) That was interscholastic athletics, playing on a team, representing your school against another team representing their school.

Bartges: Why did they call them sports days then?

Bundy: They called them sports days because there was only one sport on a sports day.

Bartges: So you only played basketball and you played all these other schools?

Bundy: Right, you have a girls' basketball sports day.

Bartges: Okay. How many of those existed—in 1969-1970 there were none for basketball. In 1973-1974—

Bundy: See, there were four sports days allowed in 1972-1973.

Bartges: 1972-1973, that's what I'm thinking of.

Bundy: Yeah, that was—those were the first ones.

Bartges: So there were four days in a calendar year or an academic year that you could go—and you'd go to these basketball rodeos so to speak?

Bundy: Yeah. (laughter) Well, round-robin tournaments is what they were.

Bartges: Okay.

Bundy: So then they had—I think there was a limit as to how many games you could play in one day, but the school—I remember a whole field house full of participants. They were having a great time. All those officials that (laughs) you needed for sports day. But—that was what they—it was like a—watered down interscholastic athletics is what it was.

Bartges: Were you in charge of these for the IHSA?

Bundy: I was in charge of all the girls' programs until Cindy Butkovich came in as the second woman in the office.

Bartges: In 1975 or July first, I think, of 1975 is what she says.

Bundy: Yeah.

Bartges: Might have been 1976.

Bundy: Nineteen seventy-six, nineteen seventy-six. Yes.

Bartges: In 1973-1974 interscholastic contests were permitted in basketball. What happened to make this change? What happened to make this occur?

Bundy: The bylaws, of course, were changed to make it the same so that they—they weren't in the form of sports days anymore. Sports days as they were holding them, when they could only have four sports days, they were playing all these

games and everything and they didn't think that was very good for our girls to have all these games on a Saturday for a sports day. Instead by that time, they were coming to realize with Title IX and everything else that they had to work on scheduling and the facilities had to be accessible to the girls' programs as well. And so it was just a development and evolving of the girls' program.

Bartges: Back to it was time. Did the American Medical Association's endorsement for vigorous exercise help change public educational policy towards interscholastic sport as far as you can tell or remember?

Bundy: It didn't have anything to do with it. In my opinion, it had nothing to do with it. I didn't even know they endorsed it.

Bartges: I think it was in 1971.

Bundy: (laughs) I didn't even—I wasn't even aware of that so—

Bartges: Why was it important in 1976-1977 that sport seasons were codified?

Bundy: It was important because people were playing their sports days at different times and they were playing their interscholastic contests at different times. Some thought that girls' basketball ought to be in the fall and some thought that girls' basketball ought to be in the winter. Some thought, well, throw them in the spring. So the whole sports season of the IHSA completely had to be revamped to involve the girls' program.

Bartges: This has been done again since the 1977 tournament?

Bundy: Yes, it has. It's been done periodically with some changes in the sports seasons. The big change had to do with all the sports seasons—

Bartges: You mentioned an OCR [Office of Civil Rights] complaint the IHSA had to deal with that prompted really the codification.

Bundy: Nineteen seventy-six–nineteen seventy-seven was when the sports seasons were codified. And we had an OCR complaint because the IHSA in making changes to allow for the different sports, put girls' swimming in the winter so that girls could have another winter sport, and they put boys' swimming in the spring. Well, that was a mistake. I knew it. And then the OCR, Office of Civil Rights, got a complaint because girls' swimming had been in the fall. Boys' swimming had always been in the winter. It meant that boys' swimming at that time then would—they would lose their recruiting for college scholarships, college teams, everything in the boys' swimming. They would be participating in the spring. It didn't work out. It only lasted one year.

Bartges: Where did this complaint come from? Was it from Chicago?

Bundy: Yes, suburban schools. And then from there we came to the makeup of sports seasons. And I remember I was the one who developed the proposal that went to the legislative commission. I had all the facts and figures about participation, numbers of schools participating in each activity. So that then we went to—well, this was the sports season lineup at that time.

Bartges: I read the data that you had sent to me, the numerical information.

Bundy: Yeah, okay. Well anyway, so when presented with that information, the legislative commission then approved the sports seasons. From there on we've had all kinds of complaints, always from boys' gymnastics, that boys' gymnastics has the spring, because they don't like being out of the winter, but they had fewer schools participating in boys' gymnastics—

Bartges: And it's shrinking as we speak.

Bundy: But they're still upset about it.

Bartges: They're still upset about the trampoline being banned.

Bundy: Oh, yes.

Bartges: (laughs)

Bundy: Oh yeah, sure. Sure.

Bartges: The state champion was from Hinsdale South so—

Bundy: Well, and then we had girls' soccer. When girls' soccer came in, we had girls' soccer in the spring because we had boys' soccer in the fall, and schools would play their teams and things when they wanted to play them. And so then when you got the seasons off, it's not very good.

Bartges: Right, and you need that structure. Earlier you mentioned registration. What does IHSA Girls' Athletic Officials department—and this is a direct quote from you—the IHSA Girls' Athletic Officials department implemented registration in girls' basketball and other sports. What does that mean?

Bundy: Well, we had—They register to officiate in the girls' sports in IHSA member schools. We had registration in girls' softball, girls' basketball, girls' volleyball, girls' track.

Bartges: And this was in the beginning when you were just adding sports?

Bundy: This was in the beginning. And it was the IHSA Women Officials Department. In fact, that was the way the board of directors wanted it because they didn't want—and they even had a patch and I—there's still a patch left someplace that says IHSA Woman Official. (laughs)

Bartges: Better hang onto that.

Bundy: And it was blue and white. Now the one department—but they—an official cannot officiate an IHSA contest in the sports in which there's registration unless they are registered with the IHSA.

Bartges: And that's been since the inception of girls' sports?

Bundy: Yeah, that's been since the inception of girls' sports, but it was already in place in the boys' sports.

Bartges: When I talked to Cindy Butkovich, she talked about having a year, that 1975-1976 year, to sort of shadow the fellow who was her counterpart, who did boys' basketball and that—

Bundy: Yes—

Bartges: —it was really—the model for the state tournament was derived from the successful model that the boys had.

Bundy: Yes, right.

Bartges: So that holds true in the officiating also?

Bundy: That holds true in the officiating and—

Bartges: To register and things?

Bundy: Yes, right.

Bartges: Why did it take one year from inception to state tournament for volleyball and three years for basketball?

Bundy: Well, in 1974—and I just did something in terms of the history of the girls' program—in the spring of 1974, the board of directors had a meeting in Urbana, Illinois, during the boys' basketball state tournament. And I consider it a defining moment in the girls' program. We had had a Blue Ribbon Committee that had recommended what state tournaments would be implemented for girls and what year they would be implemented. And the board of directors, at that meeting in

March, were taking action on that recommendation. I could tell from the way the discussion was going with the board that it was going to be another vote to delay until a future board meeting or until a future time as far as the girls' state tournaments.

Bartges: And the question on the table was?

Bundy: Implementation of state tournament series for girls.

Bartges: And so the proposal was, Let's have one next year or let's have one the year after that? So why did you sense there was going to be a tabling of it? It was too soon?

Bundy: Because that was the way things had been going before, you know. Delay is one of the worst forms of discrimination. Delay. And there were—the IHSA had appointed this Blue Ribbon Committee and made sure that it brought recommendations. I can comment about what sports came first and what sports second and so forth, but the decision to have them—when the plan that was presented was on the table, there were all men in the room. I was the only woman. All the members of the board of directors were men and then there was the executive director and the other—my colleagues in the office. And I said to them, "I just want you to know that when you say no to me, you are saying no to all the girls and women in the State of Illinois that deserve the opportunities to participate in state tournament series in girls' sports. And so I want you to know that when you take the vote—I've presented everything I can present to you, and it's time for us to start the state tournaments. But just keep in mind that you're not saying no to me, but you're saying no to all the girls and women who should have the opportunity." And they voted—

Bartges: Did they say no that year?

Bundy: They voted unanimously to begin the state tournaments. They made the motion and seconded it.

Bartges: But like I said for volleyball it appeared—when volleyball became an interscholastic sport, they had a state tournament series—

Bundy: It was in—it was one of the first—

Bartges: —the next year. And for basketball it was began—

Bundy: No, girls' volleyball started in 1969 with two sports days.

Bartges: And when was their first state tournament?

Bundy: And their first state tournament was 1974-1975.

Bartges: Okay, so I got the chronology wrong on that.

Bundy: And girls' basketball came in in 1972-1973.

Bartges: Nineteen seventy-three–nineteen seventy-four.

Bundy: Well, they had sports days in girls' basketball in 1972-1973, and then the first girls' tournament was in 1976-1977.

Bartges: Right.

Bundy: Well, and I have—the thing about girls' volleyball versus girls' basketball as far as the state tournament series—the people who were on the Blue Ribbon Committee wanted to bring in girls' volleyball first before girls' basketball. And the reason they wanted to do that was, first of all, there were more schools participating in girls' volleyball when we started. It was in the fall of the year and they didn't have the demand on the facilities that the girls' basketball did.

Bartges: Right.

Bundy: And they didn't want the good program of girls' volleyball to be overlooked in the beginning of the girls' programs, so that it wouldn't have an opportunity to be successful as it has been. And so they wanted to save the girls' basketball. They knew once the girls' basketball came in, it would be successful but because it came in a little later then they wanted that—

Bartges: So they were shielding volleyball?

Bundy: No, they weren't shielding volleyball, but they were giving it the good opportunity. In other words, you couldn't start them all at the same time in the same year. And so they had—that was the reason why they waited with the girls' basketball until it got started, as far as the coaches and officials and the schools participating go.

Bartges: Well, and we talked about it, but I also remember. They used to have what they called winter one and winter two seasons. And volleyball took place during tennis season and then swimming took place and then basketball took place. So it was—

Bundy: Yeah, and that was the forerunner of this three-season—fall, winter, and spring.

Bartges: Right. I'm going to do a quick change here.

(Pause in Recording)

Bartges: I'm going to list a collection of states that surround or border Illinois and the years that they implemented a state tournament for girls—Iowa 1926, Indiana 1975, Michigan 1973, Wisconsin 1976 and they added three classes when they did it, Minnesota 1974, Ohio 1976, Kentucky 1920 to 1932 and then again in 1975, Tennessee in 1965, Missouri 1973 and then Illinois in 1977. As an administrator, how did you feel when you saw the states surrounding you competing in competitive state tournaments and Illinois wasn't, or were you even aware of it?

Bundy: You're talking specifically about girls' basketball?

Bartges: Specifically about basketball.

Bundy: Because all of the states, during the years that we were developing girls' interscholastic athletic program, they were developing their programs in their states, but you're talking just about the history of girls' basketball—

Bartges: In the state tournament.

Bundy: In the state tournaments. And we were involved in doing what the Illinois schools thought we should be doing for Illinois in terms of when and what sports and so forth implemented as far as state tournaments, and that's the choice of each state.

Bartges: Was there maybe a motivational factor to see these other states that they had implemented, that they'd been successful, and that the sky hadn't fallen?

Bundy: Well, we attend every year the national federation summer league, and there we all share ideas and all the things that were going on in all of the state association. But for example, in Michigan I think still to this day they have girls' basketball in a different season than everybody else in the United States.

Bartges: Yeah, I think that has changed because they were sued.

Bundy: Yeah, they were sued—

Bartges: They were sued because of recruiting and scholarships.

Bundy: It wasn't very—

Bartges: It was not very long ago. It was back in the early nineties.

Bundy: Right.

Bartges: It was not long ago.

Bundy: Okay, and see, I haven't kept up on all of it, but you see, some of them made their mistakes.

Bartges: Yeah. In talking with some retired coaches and teachers, I found a feeling from them that the IHSA was slow in responding to requests from the constituency in the late sixties and seventies when it came to promoting girls' sports in general. Did your office hear complaints such as this or do you think this is just grumbling from individuals?

Bundy: No, we heard complaints all the time. But you had to—in terms of the girls' program, as we were developing the program, you couldn't do everything overnight. We were expected to. I mean, the Illinois High School Association was expected to, but it was the schools that were doing it. So I remember a meeting where I went and met with the central suburban women, they call them sports coordinators, girls' sports coordinators, but they were really girls' athletic directors was what they were, from the central suburban schools. And they had me there in the Evanston Township High School, and the whole room brimmed with the women who were working in the Central Suburban League. And finally one of the women took off on me and against the IHSA. She swore at me, she—I mean she really—it was something. And I just—I sat there and I didn't say anything. And after she was finished, why then others—and we went on with things. But after that meeting a number of them asked me, "Why didn't you react?" I said, "I knew exactly how she felt." And I was representing the IHSA. But that—they had no idea what was going on inside the IHSA—inside the office, inside the governance structure of the IHSA, and how I was fighting for all of the things that they were telling me, Why doesn't the IHSA do this, Why doesn't the (laughs) IHSA do that. And I couldn't say, "Well I agree with you but—I couldn't do that."

Bartges: Could the IHSA have been more communicative with its constituency to maybe try and let them know, Yes it's coming. It's hard to always hear wait or be patient.

Bundy: The communications of the IHSA are set up so that the principal is responsible for communicating all of the IHSA things to the persons on their staff that are responsible in the program, to their coaches and so forth. If the principal is not communicating or if the athletic director is not communicating, then they will not know what is going on with the IHSA.

Bartges: That explains a lot.

Bundy: And I remember that my predecessor, Geraldine Rennert, when I came into the office and we had a two-week orientation, she said to me, "Don't ever be overly concerned when somebody says to you, Well I didn't get this and I didn't get that and I didn't know about this and I didn't know about that." She said, "I have on

more than one occasion when I went to visit a GAA adviser and they said, Well I didn't get this and I didn't get that and I asked them, Well where do you keep your GAA stuff?" And she says, "I went right to it and there was the mailing from the IHSA office that I had sent out." And so she said, "Don't be alarmed when somebody says, I don't know about this or that." So I just offer that.

Bartges: No, that's okay.

Sauser: It still happens.

Bundy: It still happens. (laughs)

Bartges: What criteria were used by the IHSA to determine if an interscholastic sport warranted a state tournament or if it was time to add a state tournament?

Bundy: The number of schools that offered. And now we have and probably still have a sophisticated criteria for determining whether or not a state tournament should be added or whether a state tournament should be deleted.

Bartges: In 1975 when it was determined that there was going to be a basketball tournament, do you remember how many schools had basketball?

Bundy: No. Back in the files, I'm sure I have the number of schools—

Sauser: (unintelligible) the handbook.

Bartges: Well, I think it might—

Bundy: Well, that's only in state tournament.

Bartges: You know what, I bet it's in here.

Bundy: Yeah.

Bartges: Does this look familiar?

Bundy: Yes. Let's see.

Bartges: It's in there. I'm almost certain that the number of schools is in there. That's the program, the first—

Bundy: That participated in—

Bartges: Yes.

Bundy: That participated in girls' basketball during the year of the first—that entered the first girls' state basketball—

Bartges: I think it was—

Bundy: But that doesn't tell you how many were participating in 1974-1975.

Bartges: No. No, this would have been 1976-1977.

Bundy: And I had stuff in my files because I kept the numbers all the time, the numbers of schools that were participating in which years. But I don't—I just don't have that in my head.

Bartges: That's okay. We've talked about the process of getting a state tournament added in Illinois and some about how you were involved in the process, so I'm not going to have you rehash that. This is sort of a rhetorical question. Did you attend the first state tournament at Horton Field House in Bloomington?

Bundy: I sure did.

Bartges: What were your thoughts and feelings when you walked in the door for your first game?

Bundy: I thought it was tremendous. I mean, it was just absolutely great.

Bartges: What did you think about the caliber of play?

Bundy: I loved the caliber of play. But as with all of the girls' sports they criticized the skill level of girls' basketball. But they'd not had the opportunity to play, the coaches had not had the opportunity to coach. All of these things had to come about and you had to have a development of these things. I'm sure we don't know for the first boy's state basketball tournament what their skill level was. But give us—that's what I always used to say—give us seventy-five years and watch out.

Bartges: Yeah—

Bundy: Find out what—

Bartges: And how far it's already come.

Bundy: Yes. And you see, I enjoyed—a lot of people didn't like to go to a girls' basketball game. They thought the girls were not skilled enough and this and that. But that was their criticism. I enjoyed it because I knew how much fun the girls were having.

Bartges: How was the site for the first IHSA Girls' Basketball Tournament selected and who made the final decision?

Bundy: The board of directors makes the decision for all state final tournament sites.

Bartges: So how was Horton selected?

Bundy: Well, it was selected because it was a central location. Girls' basketball was a statewide participation, both suburban and southern schools and so forth. And it had housing.

Bartges: Hotels and restaurants and stuff.

Bundy: Hotels and restaurants and all of those different kinds of things. We also had connection, in terms of Illinois State University, to the athletic department to host the tournament, and there were leaders at Illinois State University who were interested in girls' basketball.

Bartges: Was it sort of a—did people petition or put in a bid or—

Bundy: Yes, different sites. And this is more sophisticated today than what it was then.

Bartges: Sure.

Bundy: And not everybody wanted to host girls' events at that time—state final yeah, but University of Illinois was not interested at that time in hosting girls' basketball, not that I remember.

Bartges: That must have upset you.

Bundy: No, it didn't upset me. You don't go to places you're not wanted.

Bartges: Right.

Bundy: And Illinois State University was very enthusiastic about it.

Bartges: Do you remember how many institutions had expressed an interest in hosting the first one?

Bundy: Eastern Illinois University I believe did and Illinois State.

Bartges: Why was it moved the next year and then moved back to Bloomington from Champaign after a period—I don't know how many years it was in Champaign, maybe four, three?

Bundy: I don't know how many years—I don't remember how many years it was in Champaign either, but it was moved from Illinois State University because already they thought that they wouldn't be able to hold the spectators because we had one class at that time.

Bartges: Horton?

Bundy: In Horton.

Bartges: That Horton couldn't hold the number of spectators?

Bundy: Yeah, right. And also it was one class at that time. And so then we went and the University of Illinois by that time was interested. Well, the thing about it also was that at that time the girls' basketball state tournament was held—the state final was after the boys.

Bartges: Right, it was in first of April.

Bundy: Yeah. And it was after the boys' AA tournament and so forth. In terms of the sport season lineup—have to kind of go back to that—right now girls' basketball starts the Monday after the girls' volleyball state final tournament. That's when their season starts and they can start their two-week practice, and they start and they go first. So now all the girls go first. It really hurts the girls' volleyball program and the interest in the girls'—to have the girls' basketball start on the Monday after the girls' volleyball state tournament. In fact, I think it starts—their practice can start before then. I'm not quite sure. Well, anyway—

Bartges: Yeah, it's the Monday that's either the last week of October or the first Monday in November, whichever is sooner.

Bundy: Yeah, well that's the thing—the girls' basketball practices may start before the ending of the girls' volleyball state tournament—

Bartges: Yes—

Bundy: —because—in order to get in the same number of contests and so forth so that the sport season would be comparable to the boys' sport season. All right, I still believe—but the media hated the girls' basketball coming after the boys' basketball. Boys' basketball people didn't like—(laughs) I mean and their coaches and the schools didn't like girls' basketball being after. In other words, when boys' basketball is finished they think all basketball ought to be finished.

Bartges: Right.

Bundy: But it still would be a correct thing to do for girls' basketball because you would

have officials available, you would have facilities available as the boys' basketball state tournaments are played. Right now you run into conflicts as far as crowds and playing the games and schools and—

Bartges: Yeah, people have to choose between going to a boys' regional match and a girls' supersectional game.

Bundy: Yeah, and you know which the schools still choose.

Bartges: And we both know the answer to that.

Bundy: Yeah. (laughs) Anyway that's—I don't know if that answers your question.

Bartges: Yes. It's just—again, I'm looking at some of the structure—

Bundy: Okay—

Bartges: —and why or how something happened to sort of document that. In your opinion given the previous data—and you've sort of touched on it but what was the major reason that slowed basketball from being added as the last team sport—and I'm not counting soccer because soccer was added so many years later and there was really no grassroots U.S. program until later—but why was basketball the last team sport that was added as an interscholastic sport by the IHSA?

Bundy: The IHSA reflects what its member schools want and the member schools would have preferred for girls' basketball never to come in. I mean—

Bartges: Was there a disparity in power between southern and suburban? Did the southern vote, nonurban vote, keep it out?

Bundy: No, no. It was both.

Bartges: It was both? Okay.

Bundy: It was both. And it only has to do with the reception of having girls' basketball take the facilities in the wintertime during the same time that they wanted to have boys' basketball.

Bartges: Okay. And that's a consistent theme.

Bundy: That's a consistent theme. And I have—in these notes, I had about how the scheduling was difficult.

Bartges: Oh yes.

Bundy: Very difficult. But I had the athletic director at Waukegan High School, and he said to me, "Ola, we found out we can lose just as many games with fewer practices and shorter practices."

Bartges: (laughter) And that's true.

Bundy: And that way—and where the schools were receptive to the program, there was no problem. They sat down and they worked out the schedule. However, the scheduling is still—and I don't know—Beth could tell you whether this has changed—but the girls' contests were after school.

Sauser: Yes.

Bundy: And I believe they're still after school, a lot of the girls' contests—maybe not.

Bartges: No. Most of the junior varsity games start at six and the varsity contests at 7:30.

Bundy: Okay, then they alternate the nights.

Bartges: Now in Macomb we didn't do that. Now maybe in some other places they do that but in our neck of the woods, in west central Illinois, there's no altering of—Tuesday, Friday, Monday, Saturday. No, there's no alternating.

Bundy: Well, that's what they've done in a number of conferences as it has evolved. But when we first started with girls' basketball, the girls' basketball was after school.

Bartges: Right. Started at four o'clock.

Bundy: Started at four o'clock.

Bartges: No fans.

Bundy: No fans.

Bartges: No parents.

Bundy: No media, no officials available. You had to be somebody who could get off work or be a teacher in order to officiate, to be able to get there to officiate the games. It was all—and there is a letter—and maybe Cindy didn't remember it, but it is still in my files because she gave it to me and I kept it in the files. It was from a girls' basketball player from one of the high schools to Cindy and—to the person in charge of girls' basketball. And it talked about, Keep on fighting for us because we have officials and the officials are trying to hurry the games along because they have a game, a boy's game that night. And so they would hurry the girls' games along and rough play and all of this. They didn't have respect for

what the girls were doing. And so that was quite a letter.

Bartges: The first night game that I ever played in that was really scheduled that way, not a tournament—like we would go to a holiday tournament or something like that, a weekend tournament—was the state championship series. When we played our regional contests we played at seven o'clock at night, the supersectional contest was a night game. We had never played night games. We actually had to structure our practices and our routines around the fact that we were going to be playing three hours later than we usually did.

Bundy: Yes.

Bartges: And that was the first time that we had ever done that.

Bundy: Yeah.

Bartges: What role if any do you think that homophobia played in the development and growth of girls' sports at the high school level, particularly for team sports like basketball?

Bundy: I don't think in today's world that homophobia had any effect really, not in the IHSA's program.

Bartges: But in that world in the 1970s, late sixties, early seventies?

Bundy: Yes, I'm sure it did. I don't know that it did. I mean, I don't know that—are you speaking about homophobia that they didn't want girls to be like boys so they didn't want them to play basketball?

Bartges: Well, there's some indication in some of the sociology literature that—

Bundy: I know. They're not exactly correct all—(laughs)

Bartges: That they talked about being concerned over mannish behavior. And I use the word mannish as a direct quote. They talk about characteristics that playing sports, girls would pick up these mannish behaviors and then they extrapolate that out into some type of homophobia. And I didn't know if you ever had any indication that there were fears that this might happen.

Bundy: No. I never heard of those as being reasons why we are not going to let girls participate in interscholastic athletics.

Bartges: Okay.

Bundy: But I do know that that was there. But every place where we tried to—and maybe

that's what I'm talking about in terms of girls' basketball versus boys' basketball—the officials and the training of officials. There was definitely—the transition from DGWS and NAGWS and the playing rules—there was not contact allowed in girls' basketball as there was in boys' basketball. And it definitely—one of the reasons for that was so that there would not be the great contact that there isn't in basketball today period, boys and girls.

Bartges: Right.

Bundy: And everyplace where the women who were instrumental in starting the programs, everyplace they wanted something a little different to happen for the girls, they couldn't maintain it. They had to go ahead and conform to what was happening in the boys' program. And girls' and boys' basketball is a good example.

Bartges: Once girls' sports became more widely recognized in general, did you find it easier to push for more sports involvement or for quicker responses to your requests or your attempts to broaden the IHSA's female opportunities in all things? Once this core group of things was begun and implemented and had proven that they were going to be successful, did that make it easier for you in this organization to fight for more?

Bundy: I don't know what you mean by fighting for more. We got all the sports within a short time. We had twelve sports for girls and twelve sports for boys.

Bartges: But things maybe that are not as tangible—maybe increased staff or a different structure or additional help with officials or implementing programs? Did you get support in that way?

Bundy: Yes, but had to fight for all of it. That's all I—I don't know how else—I could tell you about the different things, for example, with the officials and with the coaches and with the—well, the finances of the Illinois High School Association. I conducted a financial review of all of the IHSA finances and the state tournament financial structure of the state tournament series in all sports. And from there we went to a provision where the finances of the girls' basketball are on the same basis as boys' basketball.

Bartges: It wasn't a question of how much revenue they generated out of their state tournament?

Bundy: It was at first. It certainly was at first. And it was in the constitution and may still be in there that monies—revenues from one sport should be to pay things in that sport. So they thought that they could have all kinds of things. In the boys' basketball state tournament series for example, the finances were set up so they got money for hosting and then all the revenues came to the IHSA. And then the

revenues that were left over were divided among the schools and boys' basketball playing schools on a per-game played share basis.

Bartges: So like the NCAA [National Collegiate Athletic Association] does it?

Bundy: I don't know how the (laughs) NCAA does it so don't—I can't—

Bartges: Well, that's sort of the model. There's a payback to the member schools based on their TV contracts. That's why everybody wants to be Division I.

Bundy: Well, I don't know—I can't comment on how the NCAA does because I don't know how they work. So boys' basketball and boys' football are the big moneymakers for the Illinois High School Association. When I did the review, I have to say that no decision of the board of directors in regard to the girls' program was ever made on the basis of they don't bring in enough revenue or they don't bring in as much revenue as the boys do or this and that. Whatever was supposed to be happening in the girls' program, we had to fight for it, but it wasn't on the basis of, Well, this one generates more revenue. But then the whole financial structure of the IHSA was changed so that it's now comparable.

Bartges: Did you get additional help for your staff, for staffing girls' championships and girls' programs during the process of the seventies—

Bundy: I don't know what you mean for staffing girls' championships.

Bartges: Well, secretarial help—

Bundy: Well, I—

Bartges: The addition of Cindy for example?

Bundy: The addition of Cindy—yes and—but then in terms of the IHSA, then we also had to—internally there were a number of things that had to happen in order for the girls' programs to get the same treatment as the boys' programs.

Bartges: What kind of things?

Bundy: Well, things like running off the materials and sending out the mailings and the schedule for things. And if you ran up against the boys' basketball mailing and I had a girls' gymnastics mailing going out, then there would be a conflict. And so that changed the whole thing. We now have—went to a scheduling with the administrative assistants and they schedule and whatever needs to go out for every program is given the right support and help to get out.

Bartges: So they do a better job of prioritizing it?

Bundy: Yes, and it's not on the basis of this is boys' basketball and this is boys' football.
(laughter)

Bartges: Besides yourself, and I mentioned Cindy but you can include her in your comment, how many other women did the IHSA hire during that period from 1968 to 1977?

Bundy: You mean as—

Bartges: As employees that were involved in the IHSA process like yourself and Cindy Butkovich that I interviewed. She was also an assistant.

Bundy: Yeah, and then Charlene Bremberg came in to replace her because she wasn't here but just a couple years.

Bartges: So there was just you and one other—

Bundy: One other woman, yes.

Bartges: Cindy just stayed a couple years. How long did Charlene stay?

Bundy: Charlene stayed until Sue Hinrichsen came. (laughter) Well, it's all—let's see, I'll see if I can find it in the handbook.

Bartges: Did Charlene stay a long time?

Bundy: Yeah, Charlene was here until she left. (laughs) Wait just a minute.

Bartges: That's okay, this was—

Bundy: (unintelligible).

Bartges: It was just a (unintelligible).

Bundy: They had it—

Bartges: That's okay.

Bundy: They used to have it in the handbook how long I was here—

Bartges: Oh yeah.

Bundy: —how long everybody was here. Looks like we don't have it.

Bartges: They decided that wasn't useful information—

Bundy: Oh here, your association administrator. Assistant executive directors. Cindy Adams was here 1975 to 1977. Charlene Bremberg 1977 to 1992.

Bartges: So she was here a long time?

Bundy: Yeah.

Bartges: Any other females in there that fall into that category?

Bundy: That fall into that category? There were one, two, three, four before me. Four women before me—

Bartges: Before you?

Bundy: —that served as assistant executive directors for the—from 1927 when the IHSA moved into the offices in Chicago. They had a woman full time in charge of—

Bartges: I remember reading that.

Bundy: Yeah. So—

Bartges: How do you think Title IX affected girls' basketball in Illinois?

Bundy: Just girls' basketball? (laughs)

Bartges: Well, I know—I say girls' basketball but it's—

Bundy: Yeah, I know—

Bartges: I'm really looking at a period.

Bundy: I think it affected the whole program and it affected it in the same ways, and that is that it put federal law and therefore the Office of Civil Rights, everything, behind the urgency to include girls interscholastic athletic programs in IHSA member schools. And it affected the whole program, but in terms of girls' basketball they couldn't any longer say that girls wanted to be cheerleads instead of play basketball because they were required to conduct the sports interest survey. It would be interesting to know how many of them did. All they did was to include programs, and I don't know how many schools conducted their sports interest surveys at that time.

Bartges: Was the athletic director responsible for conducting that survey or was it up to an individual coach or principal?

Bundy: No, the school was responsible for conducting the sports interest survey as of July, 1975 when the rules for implementation of Title IX came in. And each district, each school district, was to appoint a Title IX coordinator. Most of the time the superintendents and school principals made themselves the Title IX coordinator, so as a result nobody in the school district really knew about Title IX, or who the Title IX coordinator was, or what was going on.

Bartges: Right. The less people that knew anything about it, the less threat it was.

Bundy: Right, which was the reason why the Illinois Sex Equity Rules were very important.

Bartges: Well, that's my next question. And it's—I don't want to talk too long about the sex equity rules because those came in after the period that I want to talk about.

Bundy: Okay.

Bartges: But during the period that we're talking about—

Bundy: No, they came in in 19—

Bartges: Well, in 1974-1975 a joint committee of representatives from the Illinois State Board of Education and the IHSA met for the purpose of developing recommendations for the sex equity guidelines.

Bundy: Yes.

Bartges: What happened to make the guidelines into rules, and why did it take ten years for that to happen?

Bundy: It took ten years because of the state legislature. And instead of being guidelines, those who—the Illinois State Board of Education recommended to the state legislature that they be rules so that then each school would be responsible, not just guidelines for doing it, but rules.

Bartges: And obviously the IHSA was a forerunner in this by in 1974-1985 developing—helping develop these guidelines.

Bundy: Yes.

Bartges: And that was an important contribution, and then it got more teeth in 1986 when it became a rule.

Bundy: Yes.

- Bartges: And that's the only reason I don't want to talk about it in this interview, it was after that period but it's—I did want to mention it.
- Bundy: But it was in there and it was guiding the Illinois High School Association.
- Bartges: Right.
- Bundy: And what it meant was we had the guidelines, and so when there was a challenge with the Office of Civil Rights, it was the Illinois State Board of Education and the IHSA that were standing together in terms of the Illinois Sex Equity Guidelines and cooperating with the Office of Civil Rights to make sure that we got the sport seasons right.
- Bartges: So these guidelines would have helped steer you through this period of trial and challenge—
- Bundy: Yes, right—
- Bartges: —along a course that the IHSA had determined they wanted to follow?
- Bundy: Yes.
- Bartges: Okay. I didn't want to short shift that.
- Bundy: Okay.
- Bartges: I didn't want you to feel that way, and I wanted to mention it too because it was an important concept that really didn't get born in a rules sense until much later.
- Bundy: I headed it up. (laughs) I made sure all the work got done.
- Bartges: Right. And it actually bore a great deal of fruit—
- Bundy: Yes, it did and still does—
- Bartges: —for the state and for the organization. Marianna—the late Marianna Trekell as she died in October just this past month, in her book *A Century of Women's Basketball* stated that she felt that Title IX forced the issue or role model for girls' and women's sports towards a more competitive male model of sports. Do you agree or disagree and why?
- Bundy: I agree tremendously because everything that was happening we had to more or less—in boys' basketball they think they—I always use they—but it's felt that in boys' basketball—

Bartges: I'm sorry.

Bundy: That's all right.

Bartges: I think this is an important question. We're almost done. We only have four more questions.

Bundy: Okay.

Bartges: But it's blinking at me.

Bundy: (laughs)

Bartges: Sorry about that.

Bundy: That's okay.

Bartges: I thought we might make it.

Bundy: That's okay I'm not—

Bartges: Well, I know I'm taking a big chunk of your time—

Bundy: Hey Ellyn, I just wanted to do this once, so that's the reason I want to do it right and give you everything that you need and—

Bartges: Well, I appreciate—

Bundy: —maybe everything I need to give too. (laughter)

Bartges: Well, I think it's important so—

Bundy: I think I'm the only person who really knows all of the different things about all of it. (laughs)

Bartges: So far.

Bundy: There have been questions that I've asked other people that they don't know the answer to. So far you're batting a thousand.

Bartges: Okay, good. (laughter)

Bundy: Well, I was really blessed to be in my position. I don't know how that happened, but it was really something I'll tell you. And I'll tell you I have the scars to show

for it. (laughs)

Bartges: Oh, I believe you. I believe you. I'm no stranger to confrontation and conflict and to have a passion for something.

Bundy: Yes.

Bartges: It's frustrating for me to see young people that don't have that now.

Bundy: Well, and you see them—the thing that I always told the women was you have to fight for the things you want within, inside the IHSA.

Bartges: Yes.

Bundy: In the IHSA. You cannot take the IHSA to court and you cannot try to influence the state legislature against the IHSA. The principals will not tolerate that.

Bartges: No, change comes from within.

Bundy: Change comes from within.

Bartges: Sometimes that's a difficult concept I think more to a younger person.

Bundy: Yes.

Bartges: These are lessons I've learned. I wouldn't change anything—

Bundy: No, I know, but yeah—

Bartges: —but age brings perspective and you know that.

Bundy: And you see that when we first started the women didn't understand why the men principals were making all the decisions and all of this. And I said, "It is appropriate that the principals represent their schools with the Illinois High School Association. If you want to have more say then we need more women principals." And of course we do have more women principals today.

Bartges: Sure.

Bundy: And we're making progress.

(End of Tape Two, Tape Three Begins)

Bartges: This is tape number three with Ola Bundy, November 16th. Ola, I'm going to go back and ask the same question because we got cut off in the middle there.

Bundy: All right.

Bartges: The late Marianna Trekell in her book, *A Century of Women's Basketball*, stated that she felt that Title IX forced the issue or role model for women and girls' sports towards a more competitive male model of sports. Do you agree or disagree and why?

Bundy: I agree totally with her. In every aspect of a girls' program, the male model is always considered to be the best model even though there might be two, three, four different ways of doing something and doing it successfully and doing it well. And I think the women and their model were shoved to the side not only in high school girls' basketball, but at the college level in women's basketball.

Bartges: With the AIAW [Association for Intercollegiate Athletics for Women]?

Bundy: With AIAW and with the NCAA taking over the women's basketball at that level and the model all the way along. And let's talk a little bit about—I remember at an AAHPERD convention in Boston, they were discussing about admissions for girls' contests, girls' and women's contests. And they didn't know if they even wanted to charge admission. And at that time I stood up and I told them about a meeting I had had with some conference principals over in East Peoria. And the principal from Pekin said to me, "Miss Bundy," he said, "I hope you realize that unless in the girls' program you're willing to charge admission, the people are not going to think there's anything worth seeing in the gymnasium if they're playing girls' basketball or playing a girl's sport." He said, "You have to charge admission in order for them to think there's something worthwhile seeing." And I believe that is true. And so the admissions, that was one thing. All of the different things that happened in the boys' basketball, they now happen in the girls' basketball. I mean, we have schools that have problems because they recruit a player from some other school or—this happens now in girls' basketball. We didn't want that to happen, but it happens now. And all the different—you have a specific—well all the uniforms, the rules, the—everything had to be the same.

Bartges: Yeah, the logos and the—

Bundy: The logos, everything.

Bartges: Have to all be at—yeah I know what you mean, the—

Bundy: I mean it has to all be the same. I mean and at—you have the Ironmen of Normal Community High School. Well so it's the Iron Women (laughter) but—

Bartges: That's a whole other topic.

Bundy: That's a whole other topic.

Bartges: (laughs)

Bundy: But they had to become whatever the boys' program. They had to belong to the same conference. They had to—they couldn't have their own conferences for just girls' basketball and play the schools that they wanted to play. In other words, it all had to conform to the model of the male program.

Bartges: Do you think that, as the IHSA person in charge of this, could it have been any other way?

Bundy: Tried to have it be different. Tried and worked and there were—even the women officials, and we talked earlier a little bit about the official's uniform. They had to conform to the uniform that was worn by the boys' basketball officials or just—I mean, it just had to be, so that the men officials didn't have to buy two different uniforms. And you had to have one registration in basketball. If you register in basketball now for the IHSA, you can officiate girls' basketball games or boys' basketball games, no separate registration. No separate rules at all.

Bartges: I need to get in shape then and go referee some boys' basketball games. (laughter)

Bundy: Yeah, there you go. Yeah, because I mean you can do the same. And once in a while there was that woman official that the schools really liked to have and they had her officiating at the boy's games.

Bartges: When you talk about officiating and trying to fight the fight of the guys having to buy two uniforms and—

Bundy: And that's—

Bartges: (unintelligible)

Bundy: Yeah. And that's a minor thing.

Bartges: Oh I understand.

Bundy: But when we came with the girls' basketball, they had all of these officiating clubs all over the State of Illinois like associations, officials associations.

Bartges: Yes.

Bundy: And those officials associations, they were set up for the boys' sports—basketball and football primarily and some of them did baseball as well. But within those associations, they provided the service to the member schools of—they usually

had an assignment chairman.

Bartges: A booking—

Bundy: So the schools instead of having to call each official separately, they could call the assignment chairman for that officiating association and that assignment chairman would assign them an official from their member officials.

Sauser: Right. I think they still do it that way.

Bundy: They do, but there's only one thing wrong with that. Then when that came and the same thing happened for the girls, then guess what? Guess who got the games? If there were women officials who belonged to their association they didn't have a chance. I mean they would join their association, but they didn't have a chance over (unintelligible) officials. And then athletic directors they would have—had—I remember a woman official who went to officiate a game in the northwest part of the state. And when she walked in and she was the official, the athletic director got very upset. He would not allow her to officiate. He paid her the fee and he said he'll never have a woman officiate in his gymnasium.

Bartges: I had to ask my AD find me some women refs. Find me some other—find me some referees that are not from the town of Macomb. (laughs)

Bundy: Right. Yes.

Bartges: But if I didn't ask, that wouldn't have happened.

Bundy: Right.

Bartges: Of course to be able to find one is another matter.

Bundy: Yes, it is. It is. And so then that woman official that walked in and that happened, they're not very inclined to stay involved very long.

Bartges: Well, it goes back to what you said earlier about you go where you're wanted.

Bundy: Yeah. And so then when the state tournament series came along, they said the model was the boys' basketball. And it was. There were some differences in the girls' basketball and—when we went to classification in girls' basketball. And they tried one year. They had like semi-state or sub-state—

Bartges: I read about that.

Bundy: —because they had Final Four at the state final tournament. And I told the board. I said, "That's not going to work." And sure enough Carol Plodzien (laughs) and

her crew got a thing in the state legislature, and it's now a state law that says that the state tournament site and the number of teams competing has to be comparable between girls' and boys' basketball. That what happens. But the IHSA had already made the decision for that not to happen.

Bartges: They could see that that wasn't going to work?

Bundy: No. And boys' basketball when they went to sectional seeding, they had to go to sectional seeding in girls' basketball.

Bartges: Why don't they seed for the state tournament of the people that come in?

Bundy: Because then you would never get—you have the supersectionals on Tuesday and at that point you have eight geographical representatives. And in order to set up the tickets, the whole shebang, people have to know when they're going to play.

Bartges: Right.

Bundy: And if you don't know on Tuesday where you're going to play or what time—then you can't get your tickets. The tickets are distributed at the supersectional site.

Bartges: Oh.

Bundy: All of the things and it—and when you get to the state final with just eight in each class, they deserve to be there and it should not be on the basis of seeding. There are disagreements with that. Some of the coaches particularly disagree with that. They keep losing to other teams and they could have beat somebody else. See that's always the—

Bartges: But if I'm the number eight team and I'm happy to be there but I don't want to necessarily have to automatically look at number one. If I'm playing five—

Bundy: It's not automatic. It's a draw.

Bartges: Well, that's what I'm saying—if you seeded automatically I would have to—I'd have to play one if I was the A team.

Bundy: Yeah, right.

Bartges: But with no seeding, I'd have a prayer of playing four, five, or six.

Bundy: That's right. And you have a chance—and the thing that no one accepts, no coaches or teams will accept about a state tournament series, and that is we are looking for a champion. And a champion, a state champion, has to win all of their games. And second, third, and fourth place—they are significant. I'm not saying

that they're not significant, but we're looking for the state champion. So if you want to be state champion then you just have to plain win all your games. And when it gets to the state final tournament, it really does much better to have a random draw rather than to—because everybody's enthusiastic.

Bartges: Sure.

Bundy: How would you like to be a state final tournament—Hinsdale South and then Hinsdale South is number eight going into the state final tournament. Now how would you like to be—

Bartges: Well, I don't think that I would want it and I—

Bundy: (laughs)

Bartges: The other side of it is that if I won, I won and I have the confidence going into this saying, I can beat anybody in this tournament.

Bundy: Right. And if you're number one, you're number one. So then win all your games.

Bartges: Yeah.

Bundy: And don't worry about it.

Bartges: I agree. (laughter)

Bundy: Yeah—

Bartges: I think it gives Hoosiers a chance to live.

Bundy: Yes.

Bartges: (laughs)

Bundy: There you go.

Bartges: It's just—it's the only way something like that can happen.

Bundy: Well, you see, I personally feel that way about sectional seeding. I don't think there should be sectional seeding. I think that there still should be assignment of teams on a geographical basis. We've done all kinds of research, and I was on a committee—we did up all the criteria for assignment of schools, tournament sites and all that. And that was effective too with girls' basketball.

Bartges: Yeah.

Bundy: But I still believe that a group of schools geographically located near one another should be in a regional tournament, and one of those schools is selected as the host site, and you select different sites different years and everybody has a chance. Then they seed at the regional but not at the sectional so that you have at least a chance to win a game or two or maybe win the regional once in a while.

Bartges: Yeah. I'm sort of conflicted about that because I've seen coming out of our region, the West Central Region when you have three or four really strong teams that are knocking each other out either at the regional level or in the first round of sectionals, and then you see another sectional that has three little sisters of the poor and they're all advancing to a different level, that's frustrating. And as a coach and as a player, I understand that.

Bundy: Yeah but—

Bartges: It's just hard to determine how you would do it though.

Bundy: But the whole state tournament series is on the basis of a geographic representation—

Bartges: Right—

Bundy: —of a cluster of schools.

Bartges: But if this sectional has three that are from this region and this other sectional down here is not that much different—usually the schools are garnered from pen dot down here and pencil dot down here.

Bundy: It is. I'll tell you how that has affected that—you don't have the same enthusiasm and the same overall fan attendance.

Bartges: See, and I don't know anything about that.

Bundy: Plus the travel involved in many instances. And why should—just because you're in a cluster of schools and you have three great schools play in that cluster of schools, why should you be able to go over and beat a cluster of schools geographically located over there?

Bartges: If I'm one of those really good ones, I think that I should be having access—besides knocking off all the other good schools in the state. The flipside of it is that if I'm good, I'm going to beat them. It's just—sometimes it's frustrating to see your top three teams in a region knocked out at a—one of them in the regional head-to-head and two of them in the sectional head-to-head.

Bundy: You see, but the thing—the problem is you could take that to every sport—individual sport, team sport, everything with the IHSA and it would be ridiculous.

Bartges: It'd be very (unintelligible).

Bundy: Just because you have outstanding players—and East St. Louis Lincoln in track and field.

Bartges: Yeah.

Bundy: Jackie Joyner⁴ coming through—she wouldn't have been able to participate in the boys' state series, but say that they have three or four girls who could beat every other girl in an event but they can only enter two girls in an event. So I mean—

Bartges: (laughs) It's hard.

Bundy: It is hard.

Bartges: It's very hard.

Bundy: It is hard. And I think—you have a chance. You have a chance to be state champion and that's what's really important. And sometimes if you go out and beat up everybody else just because you're in a cluster where there's two or three, then that doesn't do very much good for them.

Bartges: No.

Bundy: And their programs and the health of their programs.

Bartges: No, and that's true. And I've been on both sides of that stick.

Bundy: (laughs) Yeah see—

Bartges: So—

Bundy: Well, you see—so—

Bartges: I like the one side a lot better than the other side. (laughter) I didn't like that other side.

⁴ Jacqueline "Jackie" Joyner-Kersey is a retired American athlete widely considered one of the greatest female athletes of all time. She participated in the women's heptathlon and the women's long jump at four different Olympic Games, resulting in three gold, one silver, and two bronze medals for the track and field star. She attended East St. Louis Senior High School.

- Bundy: I know. I know. But it's difficult. And so all of those things—so all the way along, every time something happens in boys' basketball then it has to happen in girls' basketball.
- Bartges: I know.
- Bundy: And that's the reason why the fees for the officials, I made sure those were the same.
- Bartges: Yeah, and that's important.
- Bundy: I fought that with the board of directors. Now, they didn't want that to happen.
- Bartges: Unfortunately, it hasn't trickled down yet to the individual school level where they always—
- Bundy: It's supposed to.
- Bartges: I know it's supposed to, but—
- Bundy: The Illinois Sex Equity Rules require it.
- Bartges: But until somebody challenges an institution on that—
- Bundy: I know. And that's what we kept—I kept communicating with the conferences and the athletic directors. Everyplace I went I—
- Bartges: I think it's a great thing. And I think that more people in the proletariat, if you will, the parents and the public, need to be aware of that.
- Bundy: Yeah.
- Bartges: Because they complained about officiating, but if money is a factor then it shouldn't be.
- Bundy: That's right. Also the admission fees—see, they used to have different admission fees even when we were over at University of Illinois for the boys' basketball state tournament than they did for the girls. And I said, No it has to be the same.
- Bartges: Yeah.
- Bundy: Because it has to be considered the same worth. A girls' team—Hinsdale South going for the state championship in girls' basketball is just as important and has to be just as important for those who are coming in paying admission.

Bartges: Were you surprised at the first state tournament by the attendance in 1977?

Bundy: Was I surprised like I didn't think so many people would be there?

Bartges: Yes.

Bundy: I knew they'd be there.

Bartges: You knew they'd be there?

Bundy: I knew they would be there and—

Bartges: You had that faith?

Bundy: Oh yeah because—

Bartges: It was a great turnout—

Bundy: —they had been working for it for so long, you know. That was quite an occasion.

Bartges: This is a little bit of a biased question in some ways. I couldn't think of another word and it wasn't a word that I liked, but how did you encourage or nurture development and growth in girls' interscholastic programs? If you could pick maybe four things or three things that you could really single out as things that helped move ahead the growth of sports in Illinois what would those things be, the most important ones?

Bundy: To make sure that women were available and qualified, to try to nurture and to make sure that they had opportunities for involvement all the way down the line—especially in their own programs, especially in the girls' program. But then to make sure that whatever was done by the IHSA, that we were fair and just in terms of the girls and their participation in interscholastic athletics. And I'll give you another example. And I wrote it on a sheet that I remembered as it was coming. Awards and trophies—used to be that for boys' basketball, the trophy for the state championship game was probably as big as this chair and this wide. When they won a state championship, if they hadn't won one before they'd build this big special trophy case just for their big trophy. This wasn't the same size trophy we had in other sports for state champions. And then came along girls' basketball, and they didn't want to have the great big trophies that they had for the boys' basketball. They gave basketball medallions to the boys on the different teams and they didn't do that, and then they just wanted to give just a—it wasn't a special thing, you know. Well anyway, girls' volleyball really was where they complained because they handed the medals to the teams in a box and that's what they'd been doing with boys' basketball and boys' tournaments. And I heard from the coaches and they said, "That is absolutely terrible." So then they started with

presentation of awards, and an award ceremony, and draping the awards. And at the time Mr. Fitzhugh, the executive director, said, "Oh they'll never stand still for that in boys' basketball, never stand still for that, not at all." Well, you know what it is like at boys' basketball and every other state tournament for the IHSA. But in talking about awards and trophies, then the whole award and trophy thing was revamped by the IHSA. Now the girls' basketball trophy is just as big as the boys' basketball trophy, but the girls' basketball first, second, third, and fourth place trophies are the same size as the girls' volleyball first, second, third and fourth. And so team sports, individual sports—and so they have the same awards and trophies for team sports and individual sports in all of the IHSA programs.

Bartges: I know what I think, but what I think isn't a question—Why do you think that that is such a key element?

Bundy: Because it was a form of recognition, a form of recognition of accomplishment. And if it's an IHSA state championship trophy for girls' basketball—if it's this high and the boys' is this high, that shows a difference in attitude toward boys' basketball compared with girls' basketball. It was very important. Going back to that Postal Basket-Shooting Contest—we always said it was participation that made the difference and not the award. So the Postal Basket-Shooting contest they sent a trophy to the school that was about that high.

Bartges: Oh really?

Bundy: And our principal wrote back to me in the IHSA office and said, "I'm embarrassed to present this to my GAA girls."

Bartges: Hmm?

Bundy: (laughs) I mean that was a little different philosophy and the whole thing.

Bartges: Yeah, but interesting that even at that time he would—

Bundy: That's right.

Bartges: —he would feel that way, because he obviously recognized the importance of the recognition.

Bundy: The recognition. That's exactly right. Okay.

Bartges: That's okay. I'm going to shift a gear here.

Bundy: Well you see how everything, though, of the IHSA changed. I mean, all of our—and the selection of sites and tournaments. The boys' basketball tournament sites had been a special thing that the board of directors goes through. They go

through all the different sites that are going to be selected for the boys' basketball state tournament series. So the first team sport in the girls program was girls' volleyball. So I selected the sites and I had it on the agenda for the board of directors (laughs) meeting for them to review the sites for girls' volleyball. They didn't care who hosted girls' volleyball. (laughs)

Bartges: Oh really?

Bundy: Well, I mean they really didn't care.

Bartges: They weren't as vested in it?

Bundy: They weren't as vested—it wasn't going to mean money for their constituents for hosting an IHSA tournament. It wasn't going to mean any money at all. But I thought that that was the thing that we were to do when we were setting up sites and things for tournaments—

Bartges: Sure.

Bundy: —because of the model that was in the boys. Well, now the sites in girls' basketball and boys' basketball are considered on the same basis.

Bartges: Well, even as a player early in this program, we hosted a how would you call it—they don't have them anymore—a subregional.

Bundy: Yeah right.

Bartges: But even at that point in time, and that was probably 1978, we recognized that it was important for us to play at home.

Bundy: Yes.

Bartges: We knew that then.

Bundy: Yeah.

Bartges: So it's interesting that the (laughs) board of directors didn't view it as—

Bundy: Well, but they didn't—because the whole finances of the IHSA were not dependent on whether or not you hosted the girls' basketball subregional.

Bartges: Right.

Bundy: But it is now.

Bartges: Yeah.

Bundy: I mean the revenues of the Illinois High School Association now in terms of girls' volleyball, girls' basketball, all the girls' sports have really come along. And I think girls' basketball, it might be third to boys' football but it might be second, I don't know.

Bartges: Is it self-sufficient?

Bundy: Oh yes, and has been since the beginning.

Bartges: Really?

Bundy: Yeah.

Bartges: Since the very first one?

Bundy: Yes, since the very first one.

Bartges: Wow. Now, I wouldn't have guessed that.

Bundy: Oh yeah. We made sure that it was. And we used to have—we used to have the tournament manager, whoever was going to be the manager of a tournament that they were hosting for the IHSA.

Bartges: The site manager?

Bundy: The site manager would send a budget to the IHSA, a tentative budget. And the person in charge of the sport would review the tentative budget and approve it or not approve items on the budget. Well, this was also a thing that—when it came to the boys' basketball/girls' basketball—when we were hosting girls' basketball they were doing the same things that they did if they were hosting boys' basketball.

Bartges: Um-hm.

Bundy: Ten security people, you know—

Bartges: (laughs) Okay, that's going to increase your costs.

Bundy: (laughs) You know, paid bench officials the same even though they hadn't been paying them anything during the regular season when we started off. And as I did this financial review—anyway, we went on a completely different thing. Now if they host a particular level tournament, they get a certain amount of money.

Bartges: Oh okay.

Bundy: And it's based on what it takes for a girls' regional basketball tournament or what it takes for a girls' sectional basketball tournament, and the expenses that they're going to incur. And the IHSA pays the officials. And so it's all been—

Bartges: Calculated out.

Bundy: Calculated out. So now they don't pay the trumpet player that plays "The Star-Spangled Banner" twenty dollars anymore—or they can if they want to.

Bartges: Yeah, but that cuts into their profit.

Bundy: That's cut into what they get.

Bartges: They need to look at some of those singing situations a little more closely.

Bundy: Well, so that's—

Bartges: (laughs)

Bundy: That's a whole—

Bartges: No, but that's good to know. I didn't realize that they had been self-sufficient monetarily from the start.

Bundy: Yes, they have.

Bartges: That's an excellent sign.

Bundy: Yes, it is.

Bartges: It's a healthy sign.

Bundy: Yeah, very healthy. And I knew they would be, you know.

Bartges: Yeah. What caused you to apply for a job at the IHSA? How did that come to pass?

Bundy: I was—

Bartges: Or did they recruit you?

Bundy: I was camp director of the Northern GAA Leadership Camp which was sponsored by the IHSA through the Illinois League of High School Girls Athletic

Association. I'd been a camp counselor and an assistant camp director and then I was camp director.

Bartges: What did those duties involve?

Bundy: Involved GAA leaders came to the camp—

Bartges: Oh, okay—

Bundy: —and they went back and they—they came to camp and we gave them all kinds of stuff with leadership. And then they came back to their GAAs, and they were better presidents or vice presidents or whatever.

Bartges: Was that in the summer or during off-time?

Bundy: It was in June.

Bartges: Okay.

Bundy: May and June. And at one point the league had three campuses—southern, central, and northern. At the time when I was involved, they had central camp and northern camp which was held up in Wisconsin near Lake Geneva. So anyway, that meant I worked with Geraldine Rennert. But my principal at Champaign Central High School, Clint Kellen, he was a member of the board of directors for somebody who had—I don't know—anyway, they vacated their position on the board, and he was appointed by the board to serve until the next election. And so came in the *Illinois Interscholastic* an announcement that Geraldine Rennert was retiring and qualifications for the position of assistant executive director. And my head of department at Champaign, she said—she came and said to me because she got a copy of the *Illinois Interscholastic*.

Bartges: Sure.

Bundy: Otherwise I wouldn't even have known that the position was open. And she said, "Ola." She said, "This is for you." And I said, "Oh, Dorothy, I don't know." I said, "I don't know. I love teaching."

Bartges: And you had just come back to your alma mater.

Bundy: And I had just come back to my alma mater. And I was—and then when I thought about that Geraldine Rennert had been in the position thirty-two years, then I thought, Well this job might not come around for thirty-two more years—

Bartges: (laughs) That's true—

Bundy: —so if you're not prepared now you may never have another chance. And so I applied and had my interview with Al Willis, the executive director. I was on my way to the Northern GAA Leadership Camp at the time, and I went and had an interview at his home. And then—

Bartges: This is when the IHSA was still housed in Chicago?

Bundy: Yes.

Bartges: Okay.

Bundy: Yes. And then at the GAA Leadership Camp during that week, Mr. Fitzhugh, who was already known to be the next executive director, came out to the camp and interviewed me. And so then I got the call from the IHSA from the board of directors meeting, and they wanted to hire me, and I accepted the position.

Bartges: Do you remember any particulars about the Fitzhugh interview? What kind of things were they looking for in the person that they were hiring? Here they're replacing someone who'd been incumbent for thirty-two years, and it was as you said earlier in our interview, a sense of not urgency, but the sense that the time was now, that change would be—

Bundy: Okay—

Bartges: —inevitable.

Bundy: Well, perhaps I'll start first with Al Willis. He was the executive director. And he talked with me about the fact that Geraldine Rennert was retiring because she really felt that girls' interscholastic athletics were coming in, and she had been in the job thirty-two years, and she didn't want—she had a different philosophy and she didn't really want to stay in the job with the coming of girls' interscholastic athletics. And so then he asked me what my position was on the girls' interscholastic athletics. And I said, "Well I said I do believe that girls' interscholastic athletics are coming." And I said, "But knowing"—and I knew at that time that the principals were the voting members of the Illinois High School Association—I said, "I'm content to have an influence with those who vote, but I'm also content that it's whatever the principals decide for the IHSA member schools, and I will abide by that." In other words, I wasn't going to take a position with the IHSA and then go out and campaign for interscholastic athletics for girls if that's not what the member schools—in other words, I knew I was going to have to be doing my work and my influencing and the fighting on the inside.

Bartges: Behind the scenes?

Bundy: Behind the scenes.

Bartges: And you knew that going into the job?

Bundy: I knew that going into the job.

Bartges: Was there ever any question or did they ever—was this a surprise to them?

Bundy: What?

Bartges: When you became—I don't know if advocate is the right word.

Bundy: A leader?

Bartges: Maybe.

Bundy: (laughs) I don't think it was a surprise to them. I—they knew how I felt, but also I was working with them on the inside and I brought from the outside all of the complaints from the women. I brought their concerns, and I tried to be that person that let the board of directors and let the legislative commission and the principals of member schools know what was happening and so—

Bartges: Based on what you said earlier, it obviously made you a target—

Bundy: Yes, it did.

Bartges: —for some women?

Bundy: It made me a target for almost all of women. (laughs)

Bartges: How did you handle that? Was that difficult for you or could you just keep plowing through knowing that you were trying to elicit change from the inside?

Bundy: I kept plowing through. I kept plowing through and I did not lose, in my opinion, my professionalism at any time in terms of if I didn't—if I was going to fight the IHSA, it was going to be indoors and it was not going to be out at public meetings and everything. I was responsible to represent the IHSA.

Bartges: Right.

Bundy: And that's true all the way down my job—all the years of my job making recommendations to the board of directors. If they didn't accept recommendations, then I continued to do whatever the board decided to do. And you don't—and you don't go out and say, Well I disagreed with the board on this, but they did it anyway. (laughs) So you don't do that. That's not—

Bartges: What types of things or tools could you utilize to help elicit change? I mean, from the inside, how can you change a monolith?

Bundy: You can make changes. And I just went through this. I'm being included in a book of educational administrators in the State of Illinois. I was selected to be one of fourteen women. The name of the book is *Leaders Who Dare* and it'll be out in February.

Bartges: Congratulations.

Bundy: They talked about—the term just escaped me—insubordination, creative insubordination. (laughter)

Bartges: (laughs) I have to make a note of that.

Bundy: Creative insubordination. That's what it's called, so had a lot of questions about that. And you know, when you put yourself in a position—I was going out to conferences of principals, and they were wanting to know about the girls' program and what was happening with it. And then in turn I would go when Title IX came in and I would inform them about Title IX, and I would say things like, Well I know all of you think I went to Washington and personally wrote Title IX—(laughter) but I didn't.

Bartges: So humor was a tool? (laughs)

Bundy: Yes. Yeah, right, but in—I was always prepared. I always did my homework. I always had the figures and the arguments pro and con of everything that was ever presented to the board of directors. I made sure that when I was talking for particular things I was talking for somebody else. It wasn't for me. It wasn't for me. And so that made it easy because I was talking for the girls and the women so that they would have participation opportunities, and I just—that made my job easy. Now as to what that should be with the women who were—they were going for sports days. Instead it changed around pretty quickly into out and out interscholastics. And there are some of those women today still who don't think that that was the way it should have gone. But that was the only way it could go. It was the only way it could go. You know for yourself, your participation. Just think what that state tournament series—

Bartges: I can't imagine—

Bundy: —experience meant to you and what it means to every single girl who has the opportunity.

Bartges: Oh definitely.

Bundy: And you see, and that always made it easy when I was fighting for something. I just gave an example to the executive director because my former secretary, who is now the office manager and the executive director's administrative assistant, and she's terrific. But one of the first things when we moved the office from Chicago—I mean all kinds of little things. It was the first time I had a secretary. First seven years I did all of my own secretarial work.

Bartges: And that wasn't easy then, no computer—

Bundy: No, it wasn't. Typing—the whole thing. I know what it is to do the job from—I know what it takes to get the job done. Well anyway, so they were getting new Selectric type typewriters. They were getting them for all of the secretaries except mine, and she was taking a hand-me-down from the IHSA office from Chicago. And I walked into Mr. Fitzhugh's office and I said, "Mr. Fitzhugh this is going to cost you \$750. It is not correct for every secretary in this place to get a new Selectric type typewriter except for my secretary." I said, "Give it to somebody else, but get her a Selectric type no matter what because it indicates that because she's my secretary and because we're working with the girls' program, you're not willing to put out \$750." And I walked out of his office and she got her Selectric type. I mean, it's little things like that.

Bartges: But they're important.

Bundy: They are very important.

Bartges: And how many of those Selectric types did you have to be an advocate for? I use that in a metaphoric way.

Bundy: Right. Right. And so it was that way. It shouldn't have had to be that way, but it was that way with everything—because things are done without thought. They don't think about how sometimes things are being done. Just like I said earlier, we went to a schedule for getting things run off and mailed out and priorities and so forth—had to. Because at first I had to pay the young man overtime to come and run my stuff at night so that it would get done so it could get out on time. And that was not fair, but I was willing to do it in order to get the job done. But then I worked to make sure that the systems and procedures changed in order to get the kind of recognition that you need.

Bartges: Talking about these challenges that you faced and obviously that you faced head on again, do you think that Fitzhughs and—I can't think of the other fellow's name—the outgoing—

Bundy: Astroth, Liz Astroth and Dave Fry?

Bartges: Fry.

Bundy: Dave Fry?

Bartges: Do you think that you ended up being what they thought you were going to be in terms of who they were hiring? Or did your perspective evolve? How did you change in those years?

Bundy: I had no idea what was really going to be involved in the job. I really had no idea at all. And talking about qualifications and experiences and things, the first girls' state track and field meet—I had never seen a track meet completely through. I had attended some when I was in high school. I had attended some, parts of—just a local two schools against each other in the program—but for the first girls' state track and field meet, I had never ever attended a track meet of that size, and I was responsible for administering it and did a heck of a job, I'll tell you right now. And for the voluntary officials, I resorted back to a whole lot of my GAA friends. And they came out to help me, and they were still helping me some of them. Of course I retired and—but for the girls. And then I eventually ended up being in charge of both boys' track and field and girls' track and field. And I changed all of the different things. I knew how much I didn't know in track and field and the procedures of the whole tournament and things. And I can't tell you how—I was responsible for getting district track meet managers' manuals for all of the boys' and girls' track and field meets and how you do the seating and all the stuff involved in track and field.

Bartges: Whereas, like we talked about earlier, how important it is to have that codification of the rules and how it's done and things like that. That structure is important. When you were hired did you have any goals coming into this job, that you can remember? You may not.

Bundy: I had a goal of doing the very best job I could do. And I guess that that stood me in great stead because I mean I worked hard. I worked night and day. I mean I have friends—I probably ruined my own health during a lot of the years because I was here every night, practically every night—every day on the weekend. I was here sometimes until two and three o'clock in the morning and then would go home and get a couple hours sleep and come back. It was just so much work involved to do. And the only person I had to help me at that time with my part of the program was my secretary. And there were times that I paid her to work overtime, but I couldn't expect her to work overtime without being paid. And so therefore it involved my being willing to work and work hard at all the different things in the—and I didn't cut corners—

Bartges: Right—

Bundy: [laughs] —you know, whereas there were resources available to other staff members for the things they did but not in the beginning. Now it is on a

comparable basis so—

Bartges: And was that just because you were either a woman or because you were in charge of girls' events or a combination of both?

Bundy: It started out that way but I don't think they had any idea what I was willing to do and how I was willing to work so hard to make things happen.

Bartges: Do you think that they set you up for success or they set you up for failure, initially? Maybe not consciously, but the way things were laid out it sounds like—

Bundy: I don't think—I think—well the IHSA, the organization. Individual members of the board or individual staff members or whatever, individual coaches or athletic directors, some of them may have not wanted me to be successful, you know here and there. But the IHSA does not hire somebody and set them up for failure. But they had no idea what was going to happen. And I think it's the reason why the last year of my work, they named it a farewell tour for me for all of my activities and everywhere I went and distributed Ola Bundy T-shirts to the farewell tour to all the officials and gave out pens and stuff from the Illinois High School Association. And it was quite a year. But the association then recommended me for the National High School Sports Hall of Fame and I was inducted in 1996, the year I retired. And I was the first assistant administrator in a state association who was inducted into the National High School Sports Hall of Fame so—

Bartges: That's quite an honor.

Bundy: It is quite an honor. I'm in there with all the greats—Dike Eddleman⁵, great basketball player from Centralia, all the greats.

Bartges: Yeah, the history is stunning really when you look at it, and to know that you're part of that and what you've contributed to that—

Bundy: And I didn't know—I say this—I didn't know what I was doing when I was doing it, I just did it.

Bartges: That's understandable.

Bundy: And then the recognition and the accolades for my job came as I was retiring, and principals all over the state, I mean they were very grateful for the job that I did. I

⁵ Thomas Dwight "Dike" Eddleman attended Centralia High School from 1939-1942 before going on to play basketball, football, and track and field for the University of Illinois. Earning eleven varsity letters and competing in the 1948 Summer Olympics, he is widely considered the greatest athlete to ever play at the University of Illinois.

don't want to—

Bartges: No, I'm grateful. I would say as an individual who benefitted from those things and the actions that you and others did, I would say thank you because I wouldn't have had the opportunities that I had if it wasn't for individuals like yourselves and entities that pushed to give us what we felt was a fair chance.

Bundy: Yeah, that's right.

Bartges: I don't think of it as a special consideration or a special privilege.

Bundy: No, it isn't. It should be—it's not a right to participate in interscholastic athletics—

Bartges: No—

Bundy: —but it is a privilege and it is a privilege that should be extended to the female athletes the same as the—

Bartges: Right. And that's what I meant in terms of it being a special privilege, not because I was a girl or a woman—

Bundy: Yes—

Bartges: —but it is not a right and it is a privilege, but it should be a privilege for everybody not just one sex.

Bundy: Yeah, right.

Bartges: And I was acutely aware of that at fourteen. So for me it was important and obviously it shaped my life—

Bundy: Yes—

Bartges: —from coaching through the years and the history that I study and the things that I do. I'm forty-four years old and I still do those things.

Bundy: Well, and let me ask you, what do you consider the benefits of your participation in, say, girls' basketball at the high school level? What did you get out of it?

Bartges: I got a lot out of it. It was real competition, and I'm very competitive. I come from a competitive family, and it gave me an opportunity to act out, if you will, (laughs) the competitiveness to go and be successful. I was fortunate to have good teammates, and we were very successful. That competitiveness was something that—it also gave me an avenue to get out of the house quite

honestly—to have the safety and the opportunity in participation, but also it got me out of a household that was at times questionable with my dad being alcoholic. And it gave me teammates as a support system. And it taught me about teamwork and about unity and about sacrifice—lessons that I wouldn't have gotten—I understood them and I heard them from my parents and I saw them in my brother, but until I became a part of that I had no knowledge of how to be that member. It was part of a communion acceptance for us because we were successful, we were recognized in our school, and we were—right or wrong, I'm not passing judgment on that—but we were respected for what we did and what we brought.

Bundy: That's right.

Bartges: And it gave me an opportunity to compete in other sports too—in tennis which I played at the college level. It gave me an opportunity to get into athletics in my post-life. But as a high school player, athletics was everything for me. I was a better-than-average student that went to school so I could play sports. (laugh)

Bundy: And then how about when you went to university?

Bartges: When I went to university, I initially didn't go and play sports but after the first two weeks of coming home and not being at practice, I thought there was something wrong with my life. So I quickly got back in touch with the tennis coach who had recruited me and said, I changed my mind, I wanted to play. And that gave me an opportunity to travel, to go to other universities and compete, to stay in hotels, to see things, and all the things that are inherent in intercollegiate sports.

Bundy: Yeah.

Bartges: It was the AIAW model. So there were some([laughs]) things that people would laugh at now but—

Bundy: Oh—(laughs)—I know I participated—I don't know if you saw that I sent to you from the 3D Celebration at the University of Illinois.

Bartges: Yes.

Bundy: I mean, I went to tennis sports days when I was at the university and that was something. (laughs) You didn't even practice who went. I mean—(laughter)

Bartges: Well, and they'd pile seven of us into one station wagon. And you know tennis players—three rackets, four rackets, their luggage. It was a mess.

Bundy: Yeah.

Bartges: But we never had any money to stay overnight. We would get up early that morning and travel, play in the afternoon and then come home that night. And all of us drove. It wasn't like there (laughs) was an adult driving. Nowadays you couldn't do that stuff.

Bundy: No. Well and—

Bartges: And it's given me lifelong friends.

Bundy: And just exactly the things that you have said are the exact reasons why it is so important—and each girl who has participated—whether it's in girls' basketball or volleyball or whatever sport it is, their opportunity has brought them many benefits. And those benefits they were entitled to them. If boys can have them, they mean just as much to girls.

Bartges: Well, and I'm just old enough that I sometimes felt I had to fight harder for my benefits. We practiced at six in the morning.

Bundy: Yes. (laughs)

Bartges: And there were days—now I wasn't a great shooter, but we would do our free-throws and our play work, learning plays and out-of-bounds plays and stuff like that in the morning. And I swear there were days I couldn't hit the rim because I was just exhausted. We'd get home from a contest at 10:30 at night if it was far away, then have to be at practice at six o'clock in the morning, and then go to class at seven o'clock because we had an eight-hour day. We never got waived out of PE. All the young athletes would be waived out of PE.

Bundy: I still don't believe in doing that, waiving athletes out of physical education.

Bartges: I don't necessarily believe in it, but I know my brother got that benefit and he didn't ever see the time of day playing, so I thought I should have that too. (laughs)

Bundy: Well, you thought you should have it, but thank goodness that's not—and in that way they should change it in the boys' athletics.

Bartges: Well, nowadays the band waives out—

Bundy: Oh, I know—

Bartges: I mean it's gotten way out of control.

Bundy: Yeah.

Bartges: I think I have two more questions for you.

Bundy: Okay, all right whatever.

Bartges: (laughs) You've been very patient. Do you consider 1969-1970 sort of a ground zero for girls' interscholastic sports in Illinois?

Bundy: Yes I do, and the years—kind of the years leading up to it before the legislative commission, that was when we started—but the movement to have girls' interscholastic athletics certainly started before then. But it is ground zero for the girls' program in Illinois. And one thing I am so proud of the Illinois High School Association—

Bartges: We're okay. I can't believe we got through that. You're going to have to be patient.

Bundy: That's all right.

Bartges: Time has gone so fast.

Bundy: I know. I'm loving it so (laughs) don't worry about it.

Bartges: I worry because I'm taking so much of your time.

Bundy: Hey, Ellyn, I am having a great time.

Bartges: I am too. (laughs)

Bundy: Okay.

Bartges: I really—I like my project.

Bundy: Good.

Bartges: All right last one.

Bundy: Okay. I told you I might—I'm not finished yet. (laughs)

Bartges: Uh-oh. I told you I had plenty of tapes. (laughs) Yeah, this is my last set question and then there's the open end. (unintelligible). I'm not as nimble as I used to be.

Bundy: You say you're going to a neurologist here?

Bartges: A neurosurgeon.

Bundy: Neurosurgeon?

Bartges: I had spinal fusion in June.

Bundy: Oh—

Bartges: From that bus accident.

Bundy: Oh, so how's it coming along?

Bartges: Very well.

Bundy: That's great.

Bartges: You probably—you can see the incision here.

Bundy: Oh yeah, sure.

Bartges: They went in here, and then they went around back and fused two of my vertebrae there. We were fortunate nobody was killed.

Bundy: Yeah. Oh my goodness.

Bartges: It's just been a very long two years. So I still have lower back issues. I'm trying not to have a surgery on my lower back—

Bundy: I'm trying not to have the same thing. I think I'm going to have—I think I may have peripheral neuropathy, I don't know.

Bartges: Well, this guy I see is really good. His name is Steven Delheimer.

Bundy: Steven?

Bartges: Delheimer. He's on Mercer Avenue. He's just right over here.

Bundy: Delheimer. Okay. You know how to spell Delheimer?

Bartges: D-E-L-H-E-I-M-E-R.

Bundy: Okay, that's exactly how I spelled it.

Bartges: And he is—his main office is in LaSalle-Peru but he has an office down here.

Bundy: Okay.

Bartges: He does surgery and it starts with a "B", BroMenn?

Bundy: BroMenn.

Bartges: BroMenn. Here in Bloomington and he also operates up in LaSalle-Peru, which is where I had my surgery. I woke up feeling better. I mean this guy, I'm terribly impressed with.

Bundy: Well, that's great. That's wonderful.

Bartges: He's confident but he's not one of these messianic types.

Bundy: Yeah.

Bartges: He listens. He—I'm very impressed with him.

Bundy: Oh, that's great.

Bartges: I had seen two other neurosurgeons out of Springfield, and I liked the one woman, but she was maybe a little too aggressive. She wanted to go a step further and do plating on my upper neck. And Delheimer didn't think that was necessary. He thought a fusion was enough without drilling into two vertebrae to get a donor plant. But yeah, I'm pleased with him.

Bundy: That's great.

Bartges: I can give you his number if you want when we're done.

Bundy: Okay.

Bartges: I can do it now actually. I have it right here.

Bundy: I'm going to see my general physician in December, and I think I'll need to go see a neurologist. He's a neurosurgeon?

Bartges: He's—yeah he just—

Bundy: But he's a neurologist right?

Bartges: I would assume that. I don't know for sure. I just know he's listed as a neurosurgeon. His office number is (815) 224-8001.

Bundy: Okay, and that's in LaSalle-Peru?

Bartges: In LaSalle-Peru. And his office here is at 1015 South Mercer. It's just like from here right there.

Bundy: Yeah, hop, skip, and a jump.

Bartges: Yeah.

Bundy: (laughs)

Bartges: That's how I found this place so easily. If you talk to Mary Jo, that's his office person, she'll get you set up. He's only here like two days a week.

Bundy: Okay.

Bartges: Yeah, I think very highly of him.

Bundy: Okay.

Bartges: All right.

Bundy: Now the thing I was saying, which I don't want to miss saying—

(End of tape three, tape four begins)

Bartges: Okay, Ola Bundy take four.

Bundy: Yeah—was that I am so proud of the Illinois High School Association and all of its member schools for starting the expansions of the girls' program prior to Title IX. They started the expansion in 1969-1970, and it wasn't until 1972 that we had Title IX and the Educational Amendments. And it wasn't really until July 1 of 1975 that they got the rules for implementation of Title IX. And I am just—I am real proud, and I'm real proud of the association because in all of its girls' interscholastic athletics, it has kept pace and—

Bartges: What do you mean when you say kept pace?

Bundy: Well, in other words they have twelve state tournaments for boys, they have twelve state tournaments for girls, and that kind of thing. And the kinds of things that they do at the state tournaments are now comparable, like the awards and trophies. And the IHSA has served as a model for their schools, set the standards in terms of officials' fees and all that. And they don't let things happen except that they give equal treatment. And I'm real proud of them for that.

Bartges: How many years did you end up working for the IHSA?

Bundy: Twenty-nine.

Bartges: Twenty-nine? That's a long time for one organization.

Bundy: Yes, it is.

Bartges: You were right when you looked at the advertisement and thought that Rennert had been in it for thirty-two and it might not open up again. (laughs)

Bundy: That's exactly right.

Bartges: (laughs)

Bundy: That's exactly right and so—and I didn't know that there would be—the real expansion that would bring for another woman to be in the IHSA office. And as to how things operate now with the IHSA, I think that they're probably—I don't know—I haven't kept up as to whether or not there's a joint committee still with boys' basketball and girls' basketball or whether they have separated them again because at the time—it's important that a program doesn't get slighted and that representatives from a program get to have a say in what that program does. What happened before was the same administrator could administer both boys' basketball and girls' basketball, but now Beth has girls' basketball and there's someone else administering boys' basketball.

Bartges: Oh, but when they first started Cindy Adams had—

Bundy: Yeah, Cindy and then Charlene. Before Cindy came into the office, I was basically in charge of all the girls' interscholastic athletics in all the sports, getting everything started and getting everything going so—(laughs) and at that same time starting state tournaments and so forth. So that was quite a job, I'll tell you.

Bartges: It had to be. It had to be a very daunting job. And you have to love what you're doing to do that.

Bundy: I loved the job. I told somebody else, they asked what it was like—it was exciting, it was hard work, frustrating at times. It was fun. It was rewarding. When I—I can remember the first girls' state tennis tournament, and the day before we'd gone to—when I was going out to Arlington Heights for the city league for the girls' tennis, and there was two inches of snow on the ground.

Bartges: It was always cold there.

Bundy: And I thought, Oh no, don't tell me that God himself is (laughter) discriminating against the girls. And it was really, really cold. And when I was sitting at—it

was at Mt. Prospect High School. I was sitting out by the tennis court watching the first matches as they got underway. It was so cold the girls could hardly hold their rackets. But there was a spirit of exhilaration (unintelligible). And I cried, really, because I couldn't get over the fact that we were having the first girls' state tournament in the State of Illinois and I was there to see it. It was absolutely—it was something. And then the first girls' bowling state tournament. And the little town of Abingdon won the first girls' state bowling tournament. And the coverage they got in the newspaper was about this big total.

Bartges: You'll be happy to know they have a sign now that says, "First Girls State Bowling Champions".

Bundy: They do?

Bartges: Yes, they do.

Bundy: Oh, that's great.

Bartges: On the north side of town as you come into Abington from Galesburg. (laughter) We've come a long way baby.

Bundy: Yeah. And then in the first girls' state track and field meet. And I'll tell you, there were so many girls who were in their physical education uniforms that were competing, that didn't have team uniforms and everything. Well, within about four years, color—all of the color of all the uniforms—and the uniforms were a problem in girls' basketball too. The first—I don't know if Cindy told you—two teams came out on the court—

Bartges: She told that—

Bundy: Did she tell that story?

Bartges: She said she hadn't anticipated that.

Bundy: No. And I thought she handled it so well because she found out which team had other uniforms with them, and then they were able to change into their other uniforms and got right on. But boy, that was something when two yellow team uniforms came out on the floor.

Bartges: Well, and I remember when we first started, we didn't have two sets of uniforms.

Bundy: No, had only one.

Bartges: Yeah, and it was sort of a dark gold and—

Bundy: Yeah.

Bartges: So if a dark school had dark colors—that's how we did it, and yellow was home and away. (laughs)

Bundy: Yeah. Well, and for those sports days when they first started, they didn't have uniforms; they used pinnies. And then the schools, All the money it's going to take to have these uniforms. And I say, You did it for the boys. And you have—and they have a schedule for getting new uniforms for teams. Every so often they get new uniforms, so had to do the same for the girls. And the uniforms, that was quite a problem for some of the schools to be able to afford all of that. But they soon came to learn that if they were doing it for the boys, the only fair and good thing was to do it for the girls.

Bartges: Yeah, how they allocate their funds.

Bundy: Yeah.

Bartges: The boys' freshman C team might not get new uniforms this year.

Bundy: Yes, right.

Bartges: Yeah. Say, at the state track meet, were there individual awards and team awards for that very first event?

Bundy: Yes. Yes, there were. And they had medals and things just like they did in the boys' program. But see, it wasn't quite the same when it came to basketball.

Bartges: No.

Bundy: You know? (laughs) And so then that's the reason why that was included to sports. They saw the wisdom in having the same for the girls in track and field, but that just didn't quite carry over into boys' basketball and girls' basketball.

Bartges: Why do you think that is?

Bundy: Well, boys' basketball had been king in the State of Illinois, and it still is in some ways.

Bartges: March Madness.

Bundy: Yeah, March Madness. And so they didn't want to let that go. I mean you walk into the trophy—into Lawrenceville High School downstate, and their trophies, their state tournament trophies, they have them all on display.

Bartges: I've not seen any of those old trophies.

Bundy: They're huge.

Bartges: Really?

Bundy: Yeah.

Bartges: Who made arrangements for TV contracts for the first girls' state tournament? Who took care of those kinds of things?

Bundy: That was the IHSA. We had contracts, and of course that was one of the things that I pushed for was that if they were televising the boys' state tournament, they should televise the girls' state tournament. However, people criticized for those first tournaments because of the skill level. But still, it was the skill level—it was what was happening then. And I'll tell you at one time the IHSA had a lot of state tournaments that they televised. And then the television—they couldn't get sponsors for them. And so now I don't—do they televise the entire—

Bartges: I don't think so just—

Bundy: —girls' basketball, just the championship games?

Bartges: Just the two last ones, the semis—the second and third—

Bundy: See, and to me that's still not fair. That is still not fair. And if a sponsor won't do it—I mean if they won't do comparably for the girls and the boys, then get somebody who will and have them just televise the last two games. But you know that would rock the boat too much. So as I've gone along in the IHSA, you have to decide what hills you're going to die on. And if it's a hill that you think is important enough that you give your all to do it—but you have to choose those hills.

Bartges: That's not always easy, is it?

Bundy: No. And the TV contract as it ends up is just not one of those things that you want to—at this time—

Bartges: Fall on your sword for?

Bundy: That's right.

Bartges: Is there anything else that you might want to tell me that would help me understand the history of girls' basketball during this period? Is there anything that we haven't touched on or that you feel you want to elaborate more on or

something I've missed?

Bundy: Well, let me tell you a little story about myself.

Bartges: Okay.

Bundy: When I was growing up, I lived on a farm just north of Allerton, Illinois.

Bartges: I'm not sure where that is.

Bundy: Well Allerton, Sidell, Broadlands, Longview, Homer (laughs), just south of 74 if you go about thirty, forty miles south on 74 from St. Joe-Ogden as you're going on 74 towards Danville.

Bartges: Towards Danville, okay. Homer I've heard of.

Bundy: Homer, yeah. Well anyway, and that's not too far from Allerton. And in the wintertime—now we moved to town when I was nine years old. So this was before we were nine years old and we used to have a basketball hoop in the one area there. And it was in the garage where papa put the car—and take the car out and had a hoop up there. And we'd shoot baskets and there were even holes in the ground where the chickens made their hole in the ground and they would roost in those holes but anyway—

Bartges: Dirt floor in other words.

Bundy: Dirt floor, yeah. So we had to be careful of that. But then in the wintertime, when we used the hay out of the haymow, then there was the basketball court up in the haymow. And the neighbor boys would come over. And if there weren't enough neighbor boys to make even teams, then my brother Eugene would choose me to be on his team. And what he did before that was he taught me how to shoot baskets. And so then when the neighbor boys would come and I'd get an opportunity to play basketball, then my brother who was taller—and he would guard—and he'd throw me the ball and he would guard, and I would net the basket. And I never forgot that. I knew from experiences like that as I was growing up playing softball in the barn lot and all the different things that we used to do, I wanted to play sports, and I didn't have an opportunity. And I—as I was growing up, my brothers had a—my brother Caleb had a paper route that was on the University of Illinois campus there, and he delivered the *News Gazette*. And he got on the basketball team and so I took over the paper route. Now I could be a papergirl, but I didn't have any teams to go on. And we talked about GAA—I still remember when I was in high school, I was sitting in the hallway and I learned that there was a girl the year before, Babette Stipes was her name. And she was a good golfer. She was on the boys' golf team, but she couldn't compete—but they had her picture in the yearbook. And I remember to this day

that they said that she couldn't play because the Illinois High School—because IHSA rules prohibited girls from participating in interscholastic athletics. And I thought that was terrible, and so I remember that. And then as I was a GAA adviser, my girls—they wanted to play basketball so badly. They wanted to play five-player basketball. They didn't want to play half-court. And all the way along with the Girls Athletic Association, I knew—because of our GAAs throughout the state—when the girls' interscholastic athletics came, the schools were ready. The girls were ready to play. They wanted to play. And you asked about GAA being no more, ending of GAA—there were more girls participating across the state in the first year of girls' interscholastic athletics than ever participated in GAA. So in terms of participation, there was just no comparison.

Bartges: Yeah, I tried to get a feel for that with some of my questions and the numbers just don't add up.

Bundy: No—

Bartges: It's obvious that once sports were added, girls just jumped at it.

Bundy: Yeah. And they were ready. I knew they were ready because of all the GAAs. I knew that. I just wanted to give you some figures here. Here was the girls' participation figures—this was—I had them give them to me in 2000-2001. I was doing something. So here from 1991 to 1992, almost a ten-year period, and there was an increase in the numbers of girls and the numbers of offerings. See here was the total number of offerings.

Bartges: Three thousand eight hundred and eighty-eight?

Bundy: Four thousand five hundred and eighteen. And in 1991-1992—that's the number of programs being—

Bartges: Oh, I see.

Bundy: The number of schools entered—so the number of programs in schools—so that increased, and then the number of participants in those increased. And girls' basketball, I don't know how it compared, but it was already there. And I have this to give to you. This is the latest one I got. The national federation—

Bartges: Thank you.

Bundy: And it gives last year's participation figures.

Bartges: Yeah, participation sets record for sixth straight year. It's nice that they do the boys and the girls. You can see the growth.

Bundy: Yes. And if you contact the national federation, they would be able to give you the figures that came from the IHSA from 1971-1972 on for girls' basketball and all of the other girls' sports of the IHSA.

Bartges: So as a member of the national federation, you guys had to report those statistics?

Bundy: Yes, right. And they started keeping those statistics in 1971-1972.

Bartges: Thank you.

Bundy: And that'll give you a contact there with the national federation. And Mary Struckhoff, she was in—she came into my position and then Beth took her position because she went to the national federation. She's at the national federation office, and she would be able to help you to secure some of the figures.

Bartges: Okay.

Bundy: But it's kind of interesting to see on a national basis. And one of the things that they said—well they didn't want to do anything to harm the boys' program.

Bartges: Right.

Bundy: And the participation figures show that all the time that we've been adding girls' participation, not once has there been a decline in the number of boys participating on a national basis or a statewide basis.

Bartges: Right.

Bundy: And so it did nothing to hurt or harm the boys' participation. And we just keep adding and the girls—but we're still not comparable. But I don't think—there's still a lot of schools and a lot of girls who don't know what's available to them or what should be available to them.

Bartges: Yeah, it's still like 70/30 or 65/35 somewhere in that ballpark. And it is at the college level too.

Bundy: Yeah.

Bartges: For a school to be 60/40 it's pretty good.

Bundy: Yeah.

Bartges: So there's still work to be done.

Bundy: Yeah, there sure is, yeah. I don't know, did I—I asked Beth to give me a copy of

the terms and conditions for the girls' basketball state series. So would you like to have that? This is the current—

Bartges: The current one?

Bundy: Yeah, the current one. So there you go. Those are the rules for the state tournament series.

Bartges: If you want them you can have them—not because I don't want them, but because every year when I was coaching, I would print them off.

Bundy: Oh, okay.

Bartges: So I've already done that. (laughs)

Bundy: Okay. All right.

Bartges: So if you had asked her for one—

Bundy: Well, the thing I was going to do, I was going to look through and see what changes, but I didn't have a chance to—

Bartges: Yeah—

Bundy: —have been made since—because some of the things have changed since I was here. (laughs)

Bartges: Yeah.

Bundy: I only hope that would be true.

Bartges: You've been retired for what?

Bundy: Nineteen ninety-six. So I've been retired eight years.

Bartges: Eight years now?

Bundy: Eight years in 2004, yeah.

Bartges: Catching up for all those years you were here until three in the morning. (laughs)

Bundy: Yeah. Oh boy. And it was quite an experience. This book—something you said reminded me about this book.

Bartges: *Women Who Dare?*

Bundy: Oh, you asked me—yeah, *Women Who Dare*. And it's women in educational leadership, and it's a focus on the different things that women have done in order to make it through the bureaucracies, that kind of thing. So it was a lot, and they interviewed me for it first. And there was just so much that came out. I think that I always abided by policies and procedures, but I also worked to influence policies and procedures and changes in rules and changes in the constitution and bylaws. And that's the only way you can do it. And until something is changed, why then you abide by it. And the thing I tried and the things that I did, like assignments of officials, there was a lot of times when officials thought because they had been officiating in the boys' program or whatever—had been officiating for years, that they ought to have opportunities. And I really like to put forth that in the girls' volleyball program, we wouldn't have as many women coaches and as many women officials in girls' volleyball if it hadn't been for the work that I did with developing local official's association for girls' volleyball and everything and giving them opportunities to stay involved if they were qualified. And that's very important. This hasn't happened. That's one of the reasons why I'm so glad that Beth is in charge of girls' basketball. And I'm sorry she didn't hear—she will hear—but it's important for the IHSA now to still—there should be some special things done if necessary to make sure that there are more women coaches and more women officials.

Bartges: Yeah, recruiting of officials, I would think, is to a critical stage.

Bundy: Yes.

Bartges: And it is getting there with coaches, and I'm an example of that, you know, just I retired. I had to. But why do you think volleyball was more successful than basketball has been in terms of retaining female coaches and officials?

Bundy: Because I really worked at it. I really worked at it in order to make sure that the women knew that they were needed in the program, and that—I went and helped them to form local volleyball officials' associations so they would not have to go in through the local men's association that was working with other sports. They would form their own volleyball officials' association and determine their own destiny.

Bartges: Why didn't the Petrie case affect volleyball the way the Bell Case affected other girls' sports like basketball?

Bundy: Because we got a different ruling in the Petrie case, and the Petrie case—boys on girls' teams is a different issue than girls on boys' teams. And Title IX, particularly in the sport of cross-country which is the sport that she wanted to be on, even though Urbana offered seven sports for boys and only three sports for girls, which is part of our presentation that we presented, that they ought to have

cross-country for girls. But it was a noncontact sport, and Title IX said in noncontact sports that if there's not a girls' team available and a girl wants to be on the boys' team, then she has to be allowed to try out and participate if she makes it. So that was the avenue that Urbana wanted to take instead of offering girls' cross-country. See, I happen to think when we got in the case with Romeoville High School with girls' soccer—girl wanted to be on the boys' soccer team—and during the court case, they stopped the court case so that the school could conduct their sports interest survey.

Bartges: Which hadn't been done the way it was supposed to have been done.

Bundy: It was not done. And they found out there were two more girls than boys in the school that wanted to play soccer. So the next spring they had a girls' soccer team. But until then she was allowed to play on the boys' soccer team (unintelligible) that year, but we basically won that case. And it was very important, the IHSA stuck to its guns and got a girls' soccer team at Romeoville High School. And that's—and I worked with lots of schools in developing programs. I remember a call from Lawrenceville High School boys' basketball.

Bartges: Where you saw the trophies. (laughs)

Bundy: Yeah, saw the trophies. And I don't know how many levels of boys' teams they have at Lawrenceville High School, but it's many, maybe five or six levels of boys' basketball teams. And they were talking about they had girls who wanted to add a third level—varsity, junior varsity, and they wanted to add fresh/soph [freshman/sophomore]. And I was on the phone with the principal and talked with the principal and the athletic director. And they just couldn't understand that if they could not afford to add the third level of team for the girls and there was indication that there was interest, then they were going to have to eliminate a boys' team in order to offer that girls' team. That's what Title IX says. And when it comes down to the nitty-gritty, they found the money and they added the third level (laughs) and all that goes with it—because, you see, that's what Title IX really means.

Bartges: It made them decide what was important.

Bundy: Yeah, well—

Bartges: If that fifth level of boys is important—

Bundy: Well, and if they can't afford to offer eight teams and the boys have five and the girls have two, then they're going to have to do away with some of the boys' program in order to add the third level. And if there was a need for a fourth level of team for girls, then they'd have to do the same thing again. And so that—instances like that was when the schools realized what was really happening with

Title IX.

Bartges: I mentioned Petrie and Bell, and you mentioned the case in Romeoville—How many of those legal cases over opportunity to compete were there or have there been?

Bundy: Well, the first one was Sandra Buka, which was at Hinsdale Central High School. And Sandra Buka, they wanted—and this was at the beginning before we had girls' state tournaments which was why we then had to go to state tournaments. The girl—she was a good swimmer and she wanted to be in the boys' state meet series. But the thing is that each school in boys' swimming and diving, they can only enter two competitors. So she wasn't good enough to be one of those two. So they wanted the IHSA to change its terms and conditions for the state meet series to allow her to compete as a third entry from Hinsdale Central High School. Well, we won that case. We won that case. But—and I thought that was it as far as girls' on boy's teams. The IHSA had won that case and did not—

Bartges: Precedent had been set.

Bundy: The precedent—that was not the case. (laughter) That was not the case because every case that we had had a different twist to it. And as far as Sandra Buka, it brought the attention though that it was time to add a state meet series for girls. And you know how successful Hinsdale Central was.

Bartges: Huge.

Bundy: You know Bobo⁶ and her team.

Bartges: You swim or play tennis if you're from Hinsdale. Those are your sports.

Bundy: (laughs) You're right. You're right. And it was tremendous. And then came along, as I said, the Diane Bell case. And you asked about the Trent Petrie case and why it was different. Judge Little was the judge in the Diane Bell case and it was the same court and the same judge for the Trent Petrie case. And the thing about Trent Petrie, he wanted to be on the girls' volleyball team because there was no boys' volleyball. But that's where Title IX and the interpretations really make a difference because he was a member of the male class and males had not been discriminated against previously at Champaign High School. In fact they had—they still had more programs than girls at Champaign High School. Also, as far as the other schools, we had a boy here and there who would play on the girls' volleyball team and then the next day I would hear from the principal of the

⁶ Carol Bobo coached the very successful Hinsdale Central High School women's swim team for twenty-one years. <http://central.hinsdale86.org/Guidance/GuidanceCounselors/cbobo/Pages/default.aspx>

school they played against. And the principal would be very upset that they had had to eat the volleyball all night, that it wasn't fair. And this was the same—it was true with Trent Petrie. And so our court case was based on the fact that boys are taller, there's a different net height for boys' volleyball as compared with girls' volleyball because they're taller and stronger and all that, inherent differences. Also what we started to do with those schools was that I would tell the principal, You make sure that your contract that you sign with the other school says girls' volleyball. And that means—that assumes that all of the members of the team will be girls. And so they started doing that and they had those contracts. And schools against which Champaign was going to play refused to play them because they said they contracted for girls' volleyball and that did not include a boy being on the girls' volleyball team. So the schools held their ground and said, if you're going to play the boy, then we're not going to play you.

Bartges: So this was no surprise. This was out there.

Bundy: Yes.

Bartges: You knew about it, and to try to fix it without having to go through legal things, you said, Do the contracts. That would be one way—

Bundy: Well, that's one of the things that I suggest and that might be—

Bartges: Makes sense.

Bundy: Because it was a girls' volleyball contest. Well, after the Diane Bell case there was a time when we didn't have in the terms and conditions that members of girls' basketball team, for example, in the state series, that there can be no boys on the girls' team. And so we had a girls' bowling state championship—

Bartges: I was going to ask about that—

Bundy: —and four boys and a girl from Dixon won the girls' bowling state championship. In between it was like we were in limbo because we didn't have it in the terms and conditions. So then—

Bartges: That was 1978?

Bundy: Seventy-five. Yeah maybe 1978, let's see.

Bartges: I was still in high school, and I remember our bowling coach being very upset. She was—

Bundy: Nineteen seventy-four—seventy-five, Dixon High School.

Bartges: Oh, was it 1974-1975?

Bundy: Yeah. It was a team comprised of four boys and a girl. And the thing was that the coach was a woman coach, and she had been recruited to coach the bowling team. And then her son wanted to bowl and his friends wanted to bowl, and she didn't see anything wrong with the boys bowling on the girls' bowling team. Well, I'm telling you that was one of the saddest times for me—at the girls' state bowling tournament. Because there was nothing we could do. I mean those boys were just that much better than the girls. There was no way that the girls were going to win that tournament. And it served as our case that we could look at from there on. And from there on the terms and conditions for all girls' state tournaments say only girls. And then in the boys' state tournament it says only boys in the state series unless there is a waiver in compliance with the—

Bartges: Bylaws.

Bundy: Well, we have a policy.

Bartges: It has to be certified that—

Bundy: Yeah—

Bartges: —some things exist.

Bundy: Here—IHSA Affirmative Action Policy for girls' and boys' state series teams. Now it looks like this is shaded so it's all been changed this year.

Bartges: The print has gotten smaller too, hasn't it?

Bundy: Yes. (laughs) It's terrible. But all this rationale, I helped—with the Illinois State Board of Education—so that we didn't have to go to court every time a girl wanted to be on a boys' team or a boy wanted to be on a girls' team.

Bartges: And did that prove effective for you?

Bundy: Yes, it is. And, in fact, if they want—and I don't know what it says now, but what it said at the beginning of that was that if a girl wanted to be on a boys' team they had to make a request at the Illinois State Board of Education, and they would do a Title IX review (unintelligible) their school to see if they were in compliance with Title IX.

Bartges: That's right.

Bundy: And then if they were in compliance with Title IX and there was no girls' team in that sport at that school, then she could be on their team.

Bartges: Yeah, so that there wouldn't be a disparate impact against the school—

Bundy: That's right—

Bartges: —by a request that was—

Bundy: That's right. That's right. And it also—then it kept us out of court from thereon, okay.

Bartges: If you could do anything differently, would you? That's sort of a loaded question. What would you do differently if you could?

Bundy: If I could do and I had the power to do it, I would make sure there are more women coaches and more women officials and that the women have the opportunity. You have to understand the whole society and the women's role in society in terms of our coaches and officials because it's always being presented. And that's the reason I'm so proud of Beth. She has three children now and she's being an assistant executive director, and she's doing it. And that's important—

Bartges: It is important—

Bundy: —for young women to have all different role models for women who are involved in the program—married women, single women, women officials, women coaches—because it is important. It is very important, I think. I think it's important. And just the dynamics of—and over the years there—they might think that because they've had a man coach and the man coach was great and terrific and all that, that it wouldn't make any difference, but in some ways it would. I really think that it would. And there are things that have been shared with me over the years. I don't really want to put it on video.

Bartges: That's fine.

Bundy: (laughs) But things that happen with girls when they're becoming young women, they can't share with a man coach.

Bartges: Sure. I've seen that.

Bundy: But they don't understand. They don't understand maybe the mood swings that come with different things that happen in a young women's life. And I think you have to understand all of those things because they can't really talk about it with their man coach, at least I don't think they can.

Bartges: As recently as last year they couldn't. (laughs)

Bundy: And—

Bartges: Was my experience.

Bundy: Well, and I think those things are important. And so we made sure that we also (unintelligible) privacy for the girls. I mean, if the girls are in the process of dressing, they're not—men coaches are not allowed in the girls' dressing room at the state final tournament or whatever. They can wait until after they're dressed and everything, then they can go in. And they abide by that. And those are the things that are important to remember that you have to do for the girls.

Bartges: Has the IHSA ever had any kind of a mentoring program in the colleges and universities or in the coaching certification programs that some colleges offer that offers education degrees so that people who might be interested in coaching, maybe they could be involved in that?

Bundy: The IAHPERD [Illinois Association for Health, Physical Education, Recreation, and Dance] came to the IHSA at one time and wanted to have coaching classes at universities and say that in order to be a coach you had to be certified through these coaching classes at the university. But the IHSA was just not in a position to make that move at that time. And then the different groups started setting up training sessions for coaches and coaching clinics, and the national federation has undertaken part of the program. And so now coaches—I don't know exactly what the coaching qualifications provide for, but they have to participate in some of those coaching clinics.

Bartges: Yes.

Bundy: But it wasn't done through the university. Universities were asking for something that was too stringent that the schools could not meet at that time. And the thing is that, I don't know, but for example, what coaching classes do they have at Western Illinois University?

Bartges: They actually have a coaching minor, but I'm not in the physical education department which is now the kinesiology department. But they do have a coaching minor. And they have to take some theory courses and some methods courses on, say, instruction for skills, sports psychology, which interestingly enough Trent Petrie is a sports psychologist. He's gone on and that's his field.

Bundy: Oh is he?

Bartges: Yeah. (laughter) I can't remember where he is. He's a teacher, you know, a professor.

Bundy: Yeah.

Bartges: I can't remember where he is.

Bundy: I didn't know that.

Bartges: I found that very—

Bundy: That's interesting—

Bartges: —very interesting.

Bundy: Oh, and I didn't finish that story either.

Bartges: Oh, that's okay. But there's a core of classes that you would have to take to have a coaching minor.

Bundy: Well, I think some of the universities no longer have their coaching classes. And a lot of—like universities used to have officiating classes and used to help with the training of officials and had officials clubs and had officiating clubs. And they don't have those anymore and they really need them.

Bartges: Desperately.

Bundy: They really do.

Bartges: I mean there's some stuff that's run through intramurals, like if a young person wanted to try to see what officiating is like for basketball without going through the IHSA, they can go to the intramural program. And you get paid five bucks a game or something like that. But I don't know how much instruction is involved in that.

Bundy: Yeah, and I don't either, but it gives them some experience. But they don't—it's not quite like it used to be at the universities. Like I went back for that 3D Celebration, and we went over—they don't even have physical education anymore. They don't even have a degree in physical education anymore.

Bartges: Was it in health sciences or—

Bundy: It's all research. It's all college of applied life studies. And it's all research, and they're all kinesiology and—

Bartges: Exercise physiology.

Bundy: Yes, all that.

Bartges: Exercise science.

Bundy: Yeah.

Bartges: Mechanics, biomechanics.

Bundy: Yeah, they have no student teachers that go out to the schools.

Bartges: At U of I [University of Illinois]?

Bundy: Not that I know of, not in physical education.

Bartges: That's interesting. I know we had teachers from U of I, and we had student teachers from U of I.

Bundy: Yeah, well they still had it at that time. But when they changed to a college of applied life studies, I was just so shocked because they don't even have physical education anymore—at least I don't think so.

Bartges: Well, and I'm not that well versed at U of I. I didn't go—

Bundy: And they changed their whole emphasis. So they're on a lot of research and stuff and that's fine, but boy we need teachers, good teachers.

Bartges: We have so many that just want to roll out the ball and play and—

Bundy: Yes, we still do. That's one of the things I was always proud of girls' physical education. In the State of Illinois, girls' physical education was a much better model than boys' physical education because of the interscholastic athletics.

Bartges: Several people have commented on that.

Bundy: And so now girls' physical education used to be up here in comparison to boys' physical education. Now it's here, the same thing as the boys' physical education because—the same thing. The coaches are—

Bartges: Well, it's kind of like—

Bundy: —coaching their teams instead of teaching their classes.

Bartges: It's that competitive model that Trezell talked about, and what that did to athletics it also did to PE—collateral damage.

Bundy: Yeah, the collateral, and that was exactly what the women were afraid of in the first place. And they wanted to try to avoid those pitfalls of interscholastic athletic

programs, but they couldn't do it—and not being able to avoid those pitfalls, what you do is work to make the program as good as you can make it even with the pitfalls so that the participation opportunity that you have is in an atmosphere for learning.

Bartges: Right. And that's important I think. I know as a coach, and obviously I wasn't a PE teacher, I counted on physical education program as the starting point and the interest point to keep my kids, my younger kids, involved and to teach them the preliminary skills.

Bundy: Yes.

Bartges: And if they're not doing that, that hurts my program.

Bundy: That's right.

Bartges: So I always tried to support that, and I didn't waiver my kids out of PE. I wouldn't let them waive out. I said—

Bundy: Yeah, don't need to.

Bartges: Why?

Bundy: Why?

Bartges: (laughs)

Bundy: Right.

Bartges: And they would be upset with me for that, but I said, You're a student first and this is part of your curriculum. Somebody thinks it's important, and it's not my job to say it's not.

Bundy: Yeah.

Bartges: So I understand that.

Bundy: Again we go back to the pitfalls of interscholastic athletics. But you have to work within the whole structure to try to get the best kinds of educational experiences for young people who participate. And it's not just something that you are, it's something that you do.

Bartges: Right.

Bundy: Sportsmanship, all of the different things that interscholastic brings. I asked you

how participation benefited you. I always ask that of young women who come to interview me or they are talking about programs, and I ask them. And you should hear the things that they tell me.

Bartges: I'm sure.

Bundy: And it's a feedback, a positive feedback every time that I hear—

Bartges: Well, and it should be. My life is so intertwined with athletics and competition that I can't imagine ever separating it out. It's the one constant in my life from the time I was fourteen years old—for that kind of competition.

Bundy: Yes.

Bartges: I mean we competed at doing things, but I never had—it wasn't sanctioned.

Bundy: Yeah.

Bartges: I wanted to play Little League but they said, No you can't, you're a girl.

Bundy: Yeah.

Bartges: (laughs)

Bundy: Yeah. And you asked me about where I got my love of sports. And I really got them in my childhood and so forth. And I really believed that girls should be able to participate. Why not have girls' basketball? But there was a time in my life when I accepted what I could do and what I couldn't do. And I guess I was content with that. But then when I realized what was really happening and when I got into the IHSA and found what was really happening with the girls and their desire to participate in interscholastic athletics, I knew why I was put in the position that I was in—because I was willing to work with the principals, work within the organization, but to try to do everything I could to influence change so the girls would have opportunities.

Bartges: Well, you did a good job.

Bundy: Well, I had a lot of good help—a lot of good women and a lot of good men working in the program, and all the things that they did and the schools and the principals. I'll tell you, it's been fantastic. In Illinois—I would hold the program in Illinois up against any program in the United States. You asked about the programs in the surrounding—I don't know how they—I could have done at that time—I could have done some research to see if Indiana had equal number of sports for boys as they did for girls in their association in their state tournaments, but I know at one time that Illinois had the most state tournaments of any state

association for girls. That might not be true today, but—

Bartges: Did you ever feel a sense in Illinois that they didn't want to be Iowa for basketball?

Bundy: Oh yeah. They didn't want to be Iowa because in Iowa girls' basketball is over boys' basketball.

Bartges: It dominated?

Bundy: It dominated. And the girls' games are played at the best times. They get the prime times to play, at least that's the way it was. And the Iowa situation was a model that the other state associations did not follow, and that was that they have a separate Iowa Girls Athletic Union.

Bartges: Yeah.

Bundy: And the reason for that was that they at first did not want to have girls' interscholastics at all. They didn't want girls' basketball either.

Bartges: Iowa didn't?

Bundy: Iowa—

Bartges: That's why the—

Bundy: —the state association.

Bartges: Okay.

Bundy: And so they thought by saying, No, you can't be a part of the Iowa State High School Association—and so they formed the Iowa Girls Athletic Union. And they went to town and all the schools (laughs) had girls' basketball. And so then they have their separate organizations.

Bartges: But you think that was a conscious choice by a state like Illinois, that they didn't want girls' basketball to be dominant? If it happened there, it could happen here?

Bundy: No, no, no, no, no. No, I don't think—Illinois didn't have any fear of that.

Bartges: Oh, okay.

Bundy: No, I don't—they did not have any fear of that; they just didn't like the Iowa model. They did not like a separate association. They did not—whatever was to be was to be under the umbrella of the Illinois High School Association.

Bartges: Right.

Bundy: Not a separate organization.

Bartges: Okay, but it didn't retard the addition of basketball?

Bundy: No.

Bartges: Looking west and seeing Iowa?

Bundy: No.

Bartges: The IHSA didn't think, Well, that's another reason to slow down and really ponder things?

Bundy: No, no.

Bartges: Okay.

Bundy: No. In fact, at a summer meeting, I heard Wayne Cooley, who was the executive director of the Iowa Girls Athletic Union at the time. They took in and spent more money on girls' basketball alone in Iowa than the IHSA took in and spent on all of its programs.

Bartges: (laughs)

Bundy: Music, speech, everything.

Bartges: That's a lot of money.

Bundy: That's a lot of money. I mean they had steak dinners for the parents and the players nights before the state competition, everything. I mean they—

Bartges: (laughs) I know it's a big to-do.

Bundy: They took in the money and they spent it. And as I said, they spent on just girls' basketball alone. I couldn't believe it.

Bartges: That would be stunning.

Bundy: Now, that's a waste. That's a really waste.

Bartges: It's excessive. It's like football.

Bundy: Yes. Yeah, it is a waste. So I had put down—just some things here that I—playing the rules we talked about those, coaches, teams, skill level at the beginning. That was—I enjoyed watching the girls and watching their skills develop and everything, but they were always comparing them with boys.

Bartges: Yeah.

Bundy: Always. And that's the reason why I said it was important for them to have their own teams, develop their skills, and have their coaches and have their own programs.

Bartges: Like you said, Let's see how we are in seventy-some years.

Bundy: Yeah, you betcha.

Bartges: (laughs)

Bundy: I think we've gone a long way in the time that we've had. Uniforms started with the pinnies—and the officials we've talked about that—contest, sports days, the scheduling. I think everything has improved since we've—we talked about girls' basketball after the boys' classification, substate, finances, paying admissions, Title IX, cheerleaders even, we talked about that.

Bartges: (laughs)

Bundy: Smaller sized basketball for girls.

Bartges: Haven't talked about that. That came—

Bundy: We haven't talked about that, but that was an important thing when it happened. But I'll tell you what, they sure didn't want to buy just basketballs for the girls' program.

Bartges: Yeah.

Bundy: They didn't want that additional expense but—

Bartges: Well, and even something silly like the three-point line. When they talk about—

Bundy: Yeah—

Bartges: —they don't want to paint another line on the floor.

Bundy: Yeah.

Bartges: Come on.

Bundy: Yeah.

Bartges: So I can bet they really screamed about basketballs.

Bundy: Yes, they did. Yes, they did scream about basketballs. And you know, if it was really fair—(laughs) and so when they would start complaining about that, I would say, Well you know if you really wanted to be fair since the girls aren't as tall, you should make backboards that lower the basket for girls' basketball games so they can get up above the rim while they—they talk about—it is a different game.

Bartges: It is.

Bundy: Boys' and girls' basketball is a different game and you have to appreciate the differences and enjoy both of them. And as I said, if they want the girls to be up above the rim, then lower the basket right?

Bartges: Yeah, although it's getting—when you see—when you watch Candace Parker—

Bundy: I'm not in favor of that. I'm not in favor of that, by the way, but when they start—when they were complaining about the smaller-sized basketball—because the hands of the girls—they can handle the smaller ball better.

Bartges: Oh sure, sure.

Bundy: And so their skill improved.

Bartges: Yeah, because pressure on the ball is what makes all those bad, ugly turnovers happen.

Bundy: Yes.

Bartges: And if you can't handle the ball, that's what's going to happen to it.

Bundy: And you know what, they're using those smaller basketballs for the younger boys now so that they can develop their skills. I mean, don't have to worry about that.

Bartges: Yeah.

Bundy: One of the big things that still needs a lot a lot of work is publicity and the media, television, all of that—the recognition that goes along with participation. I have my own little protest going. I was taking the *Bloomington Pantagraph*, and the first girls' volleyball state tournament—there was an article and a great big picture

like this and an article this big about a boy in the State of Washington who wanted to be on the girls' volleyball team. The same day we were starting the girls' volleyball—first ever girls' volleyball state tournament series. And the announcement in the *Pantagraph* was about that big. I stopped my subscription to the *Pantagraph* and I have not yet to this day started my subscription for the *Pantagraph* because they still don't give equal coverage to girls' and women's sports in Bloomington-Normal, Illinois. And every time they call me about getting a subscription I say, Would you like to know why I don't want to subscribe? And they say, Yes. And I said, Well it's because you don't give the same comparable coverage to girls and women in sports as you do to boys and men. Oh.

Bartges: (laughs)

Bundy: Well, I don't really have anything to do with that. And I said, But can't you tell your superiors that there's someone—(laughs) and they said, Well yeah, I'll tell them. I don't think they ever did. But that's my own little protest that has stayed until this day.

Bartges: But that's what it takes.

Bundy: (laughs)

Bartges: This is a lesson you probably taught your kids—it's a lesson I taught my kids—you either become part of the solution, or you become part of the problem.

Bundy: Yeah.

Bartges: And if you've become part of the problem, don't complain about it.

Bundy: Yeah.

Bartges: Take action. So that's an action that you can control.

Bundy: Yeah. And that was just my own little protest. I think one thing we hadn't talked about in the schools is the support personnel that goes along with like the girls' basketball team—the trainers, training, and everything. The schools had to include the girls in all of their different things that they were talking about.

Bartges: But that really became more prevalent with the sex equity rules, right?

Bundy: Right. Yeah.

Bartges: Because I know—like I said as former coach just recently retired, I'm still fighting those battles.

Bundy: Yes.

Bartges: And it's hard for me to understand—it's even harder for me to be quiet—about some of those things. Trainers—we're fortunate in Macomb because we have the university there that has an athletic training program. So in order to get their hours these kids get farmed out to do hours as student trainers, but if we didn't have that in our town, we wouldn't have a trainer for girls' basketball. We'd have to drive our kids—we have separate facilities—we'd have to drive our kids from the girls' gym clear back over to the high school so that they could have access to a trainer during boys' basketball practice.

Bundy: Well, and to the credit of the suburban high schools like Hinsdale South, now they just went to work and included the girls in their training, their athletic trainers and providing trainers and things. I'm sure it wasn't provided in the first place, but it sure came about.

Bartges: No, (laughs) it wasn't provided in the first place.

Bundy: I know.

Bartges: I know I taped myself every day, and I did it for four years so—

Bundy: (laughs)

Bartges: There wasn't an option. I think the football trainer would have looked at me strange if I would have come down there and asked him to tape me.

Bundy: Yeah.

Bartges: Lot of changes.

Bundy: A lot of changes. And I just think that it's just a terrific program. I think there's much credit to give to the IHSA because of all the things they've done. I don't know whether you'll have some additional questions after you go over some things. I wouldn't mind at all if you want me to expand on anything that we've talked about.

Bartges: I have to see. I think we've touched on just about everything.

Bundy: I think so. I can't—

Bartges: There may be some functional administrative kind of question I might have.

Bundy: Yeah.

Bartges: I really appreciate your time.

Bundy: I think the thing I always did as the person—in administering the programs, I treated everybody the same. I did not play favoritisms in terms of—and I think in some of those programs that maybe that hasn't always happened. But for example, in assigned sites, tournament sites, and everything, it didn't matter. I did it according to criteria and stuck to the policies. I didn't do it because somebody was my buddy at school or—all the things that I did I had justification for doing them. For example, I had Mother McAuley and (unintelligible) Park Sandburg, I can't remember. Anyway, they were ranked number one and two nationally in volleyball (unintelligible). And I had them assigned to the same regional because that's how it came about. Now I didn't intentionally then take and think, Oh boy they're going to get after me for this—those two schools are going to be really—

Bartges: I bet they about fainted when they saw it.

Bundy: Well, so then I had to go up and have a meeting with them. And I said, "You think that I should pay particular attention instead of following the policies and procedure and the geographical location of sites and the schools located and so forth. And you think that I should then, because you're ranked first and second nationally, that I should change that and play favoritism for Mother McAuley and the other school," whoever it was. And I said, "I can't do that." And I said, "This is the state tournament series" and I gave them my talk. "We're looking for a state champion and you have to win all the matches in order to be a state champion." And I said, "I can't change it."

Bartges: For you right here, right now?

Bundy: No. And then there was the day that Nancy Pedersen, the coach of Mother McAuley—they had just won another state volleyball tournament, and we had our uniform change. They'd ordered uniforms, and they weren't in conformance with the rules.

Bartges: Oh.

Bundy: And so she wanted me to give her a waiver because their uniforms weren't in compliance with the rules. And I said, "Nancy, if there is one coach in this state that I can't give a waiver to on uniforms, it is Mother McAuley High School." (laughs) I said, "That would just—that would just—"

Bartges: The floodgates would open.

Bundy: Yeah, the floodgates would open, but I would not have the respect of the coaches and the officials of all the other schools who complied with the rules.

Bartges: And why didn't she know?

Bundy: Yeah. (laughs) And so she started crying on the phone.

Bartges: Oh, no.

Bundy: Yeah. (laughter) I said, "I'm sorry, Nancy, I can't—I just can't do it."

Bartges: No.

Bundy: Just can't do it.

Bartges: I'm surprised she would have the gumption to call.

Bundy: I know.

Bartges: (laughs)

Bundy: I know.

Bartges: I couldn't do that.

Bundy: I know. I know. But you know that's where I had to—I treated them all the same, and they knew it and they appreciated it. It didn't make any difference.

Bartges: Well like I said, thank you for everything you've done.

Bundy: You're welcome.

Bartges: Not just today, but thanks for everything.

(end of interview)