

Interview with Phebe Scott

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Interviewer: Ellyn Bartges

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Bartges: It's March thirteenth, and I'm interviewing Dr. Phebe Scott in—what town is this?

Scott: This is Fort Myers.

Bartges: In Fort Myers, Florida. Good afternoon. Thank you for agreeing to be part of my data collection with this oral history. I'm going to start with background information on you. Where did you go to high school?

Scott: Fort Collins, Colorado.

Bartges: And how big was that school when you attended it?

Scott: Oh, I would guess around four thousand.

Bartges: Did you play sports in high school?

Scott: As much as I was allowed.

Bartges: What were you allowed?

Scott: Play days.

Bartges: Okay, and could you describe those for us?

Scott: Well, a play day (laughs) was when you had several schools who were playing a particular sport, and you went to that school, host school. You were given a color, usually, or a number. And so you were playing with people who you didn't know at all, you'd never played with before. And this was the level of competition, so that you had teams that were set up once you got there, and you played round robin tournaments.

Bartges: How did they pick their teams? Was it they elect captains and you just selected, or was it draw from a hat?

Scott: Well, it was—as far as for myself going to one of these play days, it was just a sign-up sheet—you want to go or not.

Bartges: But when you got to the event with the other people, the teams were intermingled then or you stayed with your—

Scott: Oh, yes.

Bartges: How did they intermingle those teams?

Scott: Well, as I say, as you came in the door, you were given a color, and all the reds were on a team, depending on where they came from.

Bartges: I see.

Scott: And all the blues were on another team, so forth. It was the way it was selected.

Bartges: With the play day, was it just one sport or was it multiple kinds of sports?

Scott: Usually just one sport.

Bartges: What sports did you participate in?

Scott: Basketball, field hockey, softball. There were team sports.

Bartges: Oh, okay.

Scott: Those were the three major sports.

Bartges: How many people participated when you were doing this, from your school?

Scott: Well, we always had at least one team going to a sports day, and that would be, in those days, six players. Well, I'd say at least a dozen or fifteen people from one school would be going to the play day.

Bartges: You said you signed up at your school to participate—

Scott: Um-hmm.

Bartges: So that's how participation was derived—

Scott: That's right—

Bartges: You just signed up?

Scott: Correct. It wasn't a matter of skill or anything of that sort, it was just if you would go. It was a very social event.

Bartges: Did you have a coach or a chaperone?

Scott: Oh no, no. Oh no, we didn't have a coach. We didn't even use the word. It was a teacher.

Bartges: The physical education teacher?

Scott: Yes, um-hmm.

Bartges: Was that a man or a woman?

Scott: Woman.

Bartges: Did you have uniforms?

Scott: Oh no, no.

Bartges: Pinnies?

Scott: Yeah, um-hmm.

Bartges: Were there spectators?

Scott: No.

Bartges: Okay. You mentioned six players on a team. So you played three-on-three?

Scott: Yeah.

Bartges: Did you play with a rover¹?

Scott: Oh, no.

Bartges: Did you ever practice?

Scott: Oh, no.

Bartges: Okay. Did you ever have class teams, by years in school?

Scott: Not until I was in college.

Bartges: I'll hit college later. Okay. When did you graduate from high school?

Scott: Nineteen forty.

Bartges: What is the highest level of education you have?

Scott: Ph.D.

Bartges: Where did you go to college, starting with your bachelor's degree?

Scott: University of Michigan.

Bartges: And your degree there?

Scott: Bachelor of science in education.

Bartges: Does that have an emphasis, or is it just a broad education—

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>

Scott: It's a broad education, um-hmm.

Bartges: And your master's?

Scott: Master of arts.

Bartges: From?

Scott: Teacher's College, Columbia University.

Bartges: Is that more commonly referred to as Columbia University now? Is that in New York?

Scott: Yes, uh-huh, New York City.

Bartges: Columbia University. And your Ph.D.?

Scott: Ph.D. from the University of Iowa.

Bartges: In?

Scott: Physical education. All my degrees in physical education.

Bartges: They all are in sync?

Scott: Um-hmm.

Bartges: Okay. So you have a master of arts in PE [physical education] from Columbia?

Scott: That's right.

Bartges: Okay. That's what I wondered. Did you play any kind of ball in college? I'm particularly interested in basketball.

Scott: In college?

Bartges: Um-hmm.

Scott: Yes, um-hmm.

Bartges: How did you get involved in that?

Scott: Well, we also had sports that—we had play days, and then also we graduated to sports days in which a team from, let's say the University of Michigan would go and you would compete as a team against the other schools.

Bartges: What schools would you play against?

Scott: Well, Ypsilanti and any of the schools in the immediate area.

Bartges: Okay. And there weren't any divisions like we have now?

Scott: No.

Bartges: It was just—

Scott: Yeah.

Bartges: Michigan was a college and Western Michigan was a college and—trying to think of the one up on the—

Scott: Public and private schools.

Bartges: Okay. Did you have tryouts for these teams?

Scott: No.

Bartges: How did you find out about them?

Scott: Well, your name was—you'd go out and play, and then the instructor or the coach, although she wasn't called a coach, would post the names of the kids that she wanted to go on the sports day.

Bartges: Were these people all PE majors?

Scott: Mostly, yes, um-hmm.

Bartges: So that's how you found out that there was teams?

Scott: That's right, um-hmm.

Bartges: And you played six-on-six, or I'm sorry, three-on-three? (laughs)

Scott: Right.

Bartges: And again with no rover?

Scott: No rover.

Bartges: And you mentioned, not the coach but the—

Scott: Instructor.

Bartges: Adult.

Scott: Um-hmm.

Bartges: Was that person paid for supervising these activities?

Scott: Oh no, no.

Bartges: How did you travel?

Scott: Usually the woman who took us took us in her car.

Bartges: And would there be just one team or were there different levels of teams?

Scott: Not levels of teams, no. There could be one maybe. And if there are enough people who are interested, we'd have two teams.

Bartges: But there were never any cuts?

Scott: Um-um.

Bartges: Okay. When you went to the sports days, these were different than play days in the sense that you got to play with your team?

Scott: That's right.

Bartges: So all the people from the University of Michigan played all the people from Ypsilanti?

Scott: That's right.

Bartges: Okay. How many people did you have on your team?

Scott: Well, again it depended upon—

Bartges: Oh, I'm sorry, yeah—

Scott: —how many signed up and how many—whether—how much room the teacher had in her car (laughs) take us over there.

Bartges: Minivans weren't common back then?

Scott: No, they weren't.

Bartges: (laughs) Did you have uniforms?

Scott: No.

Bartges: Did you practice?

Scott: Occasionally we did, and that was only if those of us who were on a particular team wanted to get together, but the teacher who took us never called a practice session.

Bartges: Okay. Were there ever any spectators at your events?

Scott: Other physical educators, um-hmm, students.

Bartges: Students?

Scott: Um-hmm, a few.

Bartges: Are you familiar with the Postal Tournament?

Scott: Um-hmm.

Bartges: Did you ever participate in it?

Scott: Well, yes, back in high school.

Bartges: So they had a Postal Tournament in Colorado?

Scott: Um-hmm.

Bartges: Could you describe that to me?

Scott: Well, that was—see, how was that? It was individual sports. And we'd get a notice in the paper or in the school that there would be this Postal

Tournament, and if you were interested, you signed up and then it told you what date to come and you then indicated your score at the end of your participation.

Bartges: What types of things would you participate in?

Scott: Archery, tennis, swimming. Those are the ones that I remember.

Bartges: Did you do basket shooting, or do you have any—or—

Scott: No, I don't recall that at all.

Bartges: How often did you participate in this?

Scott: Whenever I could.

Bartges: So was it something that they offered on a regular basis?

Scott: Yes, maybe once a year, something like that.

Bartges: Okay. Did you ever get to practice?

Scott: Not unless you did it on your own.

Bartges: Okay. Did you have any experience playing ball in Industrial Leagues?

Scott: No, but I officiated in Industrial League.

Bartges: Explain that a little bit. Talk to me about your experience with that. You're the first official I've had in—

Scott: (laughs) Industrial League. Well, this was when I was a student at University of Michigan and the league teams were basically women who were working in the factories in Detroit. And we officiated using DGWS [Division for Girls' and Women's Sports]—well, I don't know whether it was DGWS in those days or some other title, but anyway, we used those rules. And they never could afford more than one official per game. So you could do one game for eight dollars or two games for—let's see, I think it was two games for five. It was a good deal then so that they'd give you two games to do.

Bartges: So five dollars each game or five dollar total?

Scott: Total.

Bartges: Okay.

Scott: And I didn't do too well as an official in those days because, as I say, there was only one official. And it was very interesting because I would notice—that was two-court—and I would notice that one team would come up to the center line, and every time they'd come up there one of their players would just fall flat. I couldn't figure it out. So finally instead of watching the ball I watched what was going on in the backcourt, and I would see this (laughs) gal stick her leg out to trip them as they were going by. And I called them on that. And the audience was primarily men who were their colleagues or they watched them on the line, and they didn't like that at all because they didn't think that was fair. They thought it showed a lot of intelligence on the part of the player to trip the rest of them. And so the coach of the home team said to me, "You'd better come back with me, and I'll take you out to your car."

Bartges: (laughs)

Scott: And I was scared to death for fear that I would get clobbered or something like that. So I didn't do too much officiating that way, but that was what was—my experience in officiating, one person, one official.

Bartges: Really, and with a two-court game?

Scott: Um-hmm.

Bartges: Would the ball have to go back to center court?

Scott: Um-hmm.

Bartges: So you walked it instead of threw it?

Scott: That's right.

Bartges: I did have the opportunity in my lifetime to see three-on-three in Iowa, and (laughs) we went to the state tournament there once before the Illinois State Tournament. We went there to see what a state tournament was like. The atmosphere in it, wow. It was like going to the Olympics

Scott: That's right. That's right.

Bartges: To have never seen that and then to walk into Vet's [Veterans'] Auditorium and see that experience was interesting.

Scott: Yeah.

Bartges: Were there large fans at the Industrial League? Was it pretty well attended?

Scott: Well, I don't really know because we played in a very small gymnasium and the audience is clear up in the—around the edge of us, you know.

Bartges: Like there was a track up there and—

Scott: Yeah, there was a track and that's where they sat, so I don't really know how many there were up there, but they were awfully loud.

Bartges: Did you ever play AAU [Amateur Athletic Union] ball?

Scott: No.

Bartges: When you played play days in high school or sports days in college, were your parents supportive of you playing ball?

Scott: Oh, yes. They never said I couldn't or shouldn't.

Bartges: Did you have brothers and sisters?

Scott: No.

Bartges: Did you ever serve in the military or the National Guard?

Scott: No.

Bartges: Were you a Girl Scout?

Scott: Yes.

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

Scott: Very briefly.

Bartges: Where?

Scott: In New York City at Horace Mann-Lincoln High School.

Bartges: Horace Mann?

Scott: Um-hmm.

Bartges: I'm sorry I had a hearing loss.

Scott: Lincoln.

Bartges: Horace Mann-Lincoln?

Scott: Lincoln High School.

Bartges: Okay. Oh, are those two different schools?

Scott: No, that's the total name. (laughs)

Bartges: Okay. (laughs) How long did you teach there?

Scott: A year.

Bartges: And was that right after you finished your master's?

Scott: No, that was while I was finishing it.

Bartges: Did you coach that year?

Scott: No. There was no coaching at that time.

Bartges: Were you involved in GAA [Girls' Athletic Association] or sport days or—

Scott: Oh GAA, yes.

Bartges: Were you the GAA advisor?

Scott: No. No, I wasn't. I was—I didn't teach full time because I was a full-time student. So I was the—(laughs) call them, if you will, call it a coach. I wasn't called that, but I was the advisor to the field hockey team.

Bartges: Oh, okay.

Scott: We would get on the subway and go down to Central Park to play because there was no space up around the school for that.

Bartges: Was your principal at this school male or female?

Scott: I don't know.

Bartges: Okay. I was at a school like that for a short period of time, and I had no idea.

Scott: (laughs)

Bartges: So you wouldn't know whether they were in favor of girls' sports?

Scott: I think probably—no, I don't know for sure, but I have a feeling that they probably were either in favor or were not upset about it, because if you recall people in the East tended to be—have more sports for women and girls than we did in the Midwest for a long time.

Bartges: Yeah.

Scott: Because when I was in high school, I played not just three-court but nine-court basketball.

Bartges: Oh really?

Scott: Um-hmm. (laughs)

Bartges: I've not seen nine-court basketball. Those are where it's into squares.

Scott: That's right. It was—your court was divided into three parts, and then they were subdivided into two other parts. And so you could play in your little corner here only. You'd break the players up that way.

Bartges: Could you dribble?

Scott: You could bounce the ball once.

Bartges: But you couldn't move while you were bouncing it?

Scott: Yes.

Bartges: You could move while you were bouncing it?

Scott: Yes, but you couldn't go very far because your court was very small.

Bartges: Was there a defensive person in your court as well?

Scott: Yes, yes, um-hmm.

Bartges: What were the positions in nine-court basketball? I mean, were there guards and forwards or—

Scott: Yeah, guards and forwards, and centers.

Bartges: What position—

Scott: And centers.

Bartges: And a center?

Scott: Um-hmm.

Bartges: What did you play?

Scott: Wherever I could. Usually I played center because you—you've got more action going on there, to clear back. If you didn't like physical education (laughs) or didn't like basketball, you played clear in the backcourt because very seldom did the ball ever get back there.

Bartges: Was the center a scoring position?

Scott: Uh-uh.

Bartges: Who were the scorers?

Scott: The forwards.

Bartges: The forwards?

Scott: Um-hmm.

Bartges: I've seen diagrams of the nine-court game, but the explanation was not very detailed, so I don't know exactly—

Scott: Well, that was never very popular activity. It was taught basically in physical education to take care of the large numbers of kids in the class, because if they weren't on the court they were standing around the court and you could throw the ball to them if you were so inclined, and then they could throw it back to you.

Bartges: Oh. See, now there was never any mention of that. So it was sort of like a tenth person?

Scott: Um-hmm. Not a very popular game, because you were so prescribed in what you could do that you just couldn't move.

Bartges: Right. And you played that in PE?

Scott: Um-hmm.

Bartges: When did it change from nine-player to six-player?

Scott: Well, in probably my senior year in high school.

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

Scott: Oh, yes.

Bartges: When was that?

Scott: Well, that was in—let's see, I looked that up just—1964, 1965, 1966, and 1968. That's the National Institutes.

Bartges: And where were these located?

Scott: Well, the first one was in Oklahoma, I believe, and then there was one in Salt Lake City, and there was one in Indiana, and—

Bartges: Was there one in D.C. or New York?

Scott: Could have been, I can't really remember. I don't have my books here.

Bartges: Describe those institutes.

Scott: Well, they came in right after we finally decided in DGWS that we ought to provide opportunities for competition for the highly skilled girl as well as unskilled, and—but the problem was that there were very few women who knew how to coach, who had no ideas. So what we did was to set up these institutes, and there could be from each state two people per sport who would—were invited to come to a National Institute. And at that time then we got the people we could get who knew how to coach, and they came in to teach these women. And then the idea was that these women were to go back

to their own states and set up a similar institute and try to develop coaching as a skill among physical educators, because those were the only people who were interested in participating with highly skilled girls.

Bartges: These four years that you've listed, were each one of these years for a different sport or activity?

Scott: Yes. Yes.

Bartges: And who went with you? I mean, who was the other person from Illinois?

Scott: Well, I wasn't a participant, I was a speaker.

Bartges: Oh, okay, so you were an instructor at the—

Scott: Well, no, I didn't instruct in the coaching techniques, but I was on the organizing boards and also did a lot of the speeches that we gave trying to talk these women into the concept of working with highly skilled kids.

Bartges: And was that a novelty for a lot of these people?

Scott: Yes, oh yes.

Bartges: Were they resistant to—or—

Scott: Many were—

Bartges: —unwelcome—

Scott: Many were—not as many younger people as there were older people, women in the profession.

Bartges: And so the older people in the profession did not embrace—

Scott: That's right—

Bartges: —this concept of working with a more select or elite athlete?

Scott: That's right.

Bartges: Or having a more competitive—

Scott: Because all the work that had been done, all of the research that had been done on women was practically nil anyway. And then the physicians kept telling us that highly skilled girls should not be competing because they then would not be—it was bad for their health, and they couldn't have babies, and they couldn't do this, and they couldn't do that. And this was the general knowledge base that we had at that time. So women of my age and a little bit older in the profession thought that this was a bad move to make and worked against it completely at the national level.

Bartges: Why were you different? What made you disagree with that norm, so to speak?

Scott: Well, they—for all my life I had been told about how athletics and activities were great for boys and taught them all these various things that they should know. And I got to thinking, Well, if it's it good for boys, why isn't it good for girls? And when I asked that—or raised that question, people just looked at me, raised their eyebrows and said, "Oh, you're crazy. You're out of your mind." And at that point I don't know of one single woman who was in highly competitive—like tennis, golf, and so forth—that had been coached by a woman. None of them had been. They were all coached by men. And I just thought that this was a bad thing to do.

Bartges: Would you have anticipated in the sixties where women's athletics is today?

Scott: No. No, I would not.

Bartges: I mean, was that so far out of the spectrum that it would be surreal?

Scott: Um-hmm.

Bartges: When did you start working at Illinois State?

Scott: Nineteen sixty-six, I think. 1967, 1966.

Bartges: And was that after your Ph.D.?

Scott: Yes.

Bartges: Okay. So was that your first job after you graduated with your doctorate?

Scott: Oh, no. No. No. After I finished my doctorate, my first job was Bradley University.

Bartges: At Bradley?

Scott: Um-hmm. And then I was—went to the University of North Dakota. And then from there I went to Ohio State University before I went to ISU [Illinois State University].

Bartges: You know Nancy Wardwell?

Scott: Oh, yes.

Bartges: (laughs) Nancy's helped me out a little bit.

Scott: She had a really good dissertation on—

Bartges: Rachel Bryant?

Scott: Rachel Bryant, yes.

Bartges: When you went to the National Leadership Conferences or the National Sports Institute, did you then in turn go back to your communities and disseminate any knowledge, or because you were a lecturer or speaker, that wasn't your role?

Scott: No. No, I went back to my job, and I tried to brainwash my faculty.

Bartges: How did you do that?

Scott: Tell them. I'd give speeches. I was pretty good at it, and they were pretty receptive—most of them.

Bartges: Were the faculty at the institutions that you mentioned—going in order at Ohio State to Illinois State—were they pretty much a younger set of people at that time? I know like right now at Western Illinois, we're in a transitional period. They did a ton of hiring back in the seventies, and now all those people are retiring, and its cyclical, and I wanted to—were they in one of those cycles at that time that the faculty was pretty young?

Scott: I wouldn't say that they were really young. They were in a median level. They weren't old. They were still able to change.

Bartges: Oh, okay.

Scott: And I think that was important.

Bartges: So they were receptive to your self-described brainwashing?

Scott: Yeah.

Bartges: (laughs) Do you think officials in Illinois were concerned—and when I say officials either IHSA [Illinois High School Association] or IAHPERD [Illinois Association for Health, Physical Education, Recreation, and Dance] officials or DGWS at the national level—were concerned with what version of the rules were used for basketball?

Scott: Well, I think DGWS was concerned. I don't know whether the others. We worked with AAU to try to get one set of rules so that there weren't two of them all the time. IHSA, I don't know what they were doing. They were still playing—they were still having sports days, and I believe they were—and so were we at the collegiate level. For example, I remember my basketball coach, and we did call her a coach at that time, had a winning season but she only played three games.

Bartges: Where was this?

Scott: This was at Illinois State.

Bartges: Who was the coach (laughs) then?

Scott: Lauren Medger

Bartges: That name comes up a lot. Is she still alive?

Scott: Yes.

Bartges: That name comes up a lot and I haven't—I don't know her. Where is she living?

Scott: Vandalia.

Bartges: Oh, in the state?

Scott: Yes.

Bartges: Oh, okay. That's a name I need to talk to. It comes up a lot. Like you said, the competition—there weren't a lot of contests that they did. When the

DGWS published the guides for basketball, what caused DGWS to sort of lose those guides?

Scott: Well, that's when we, as a result of Title IX², went into more competitive opportunities. And there were other organizations which were interested in it, and particularly at the collegiate level was the NCAA [National Collegiate Athletic Association], and they wanted their own rules and they wanted to do the printing of the rules.

Bartges: Was it about the rules or was it about the publication of the rules?

Scott: Publication.

Bartges: Which meant money?

Scott: Yes.

Bartges: The NCAA successfully took over the rules from DGWS?

Scott: Um-hmm. Actually not from DGWS, but from the AIAW [Association for Intercollegiate Athletics for Women], but that organization was spawned by DGWS.

Bartges: Right. Were you—what kind of roles did you have in either DGWS or in AHPERD, or IAHPERD, the Illinois—

Scott: Well, I was chairman of DGWS.

Bartges: When, what period?

Scott: I don't know. I don't know, I'd have to go look it up.

Bartges: General—sixties, seventies?

Scott: Probably in the seventies, sixties and seventies, yes.

Bartges: And in AHPERD, have you had any leadership roles in that organization?

Scott: Well, that was it.

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: Oh, in the DGWS?

Scott: Yeah. I was chairman of that, or vice president actually.

Bartges: Of that—the division?

Scott: That's it, um-hmmm.

Bartges: Okay. And AHPERD is the parent umbrella organization?

Scott: That's right.

Bartges: Okay. I just want to make sure I'm clear on that. In 1971 when the National Basketball Committee Experimental Rules became official, do you think that impacted Illinois at all or in your case—

Scott: I have no idea whether it did.

Bartges: Okay. That was when they went from six-player to five-player—

Scott: Um-hmm.

Bartges: —and that was at a national that they had a two-year creative experimental rules. Were you in favor of changing from three-on-three to five-player?

Scott: Yes.

Bartges: Why?

Scott: I thought it made a better game, and I couldn't see any particular reason why we ought to retain the six-player game. And that meant two-court, six-player until we picked up a rover and let that go through, and that—it didn't seem to kill anybody, so why not?

Bartges: Were your students eager to play five-on-five?

Scott: Yeah, I think so.

Bartges: Did you do any—and I think I asked you this—did you do any coaching at Illinois State?

Scott: No.

- Bartges: Okay. Were you active in—I don't know what your Illinois State equivalent would be, but like a PEM [Physical Education Majors] Club or PE majors club?
- Scott: Well, I was chair of the department, and I didn't teach sport activities nor did I coach them, but I was responsible for the programs that were going on.
- Bartges: Did you come to Illinois State as a department chair?
- Scott: Yes.
- Bartges: Okay. I didn't know that. Did you belong to any group or groups that were active in the civil rights movement?
- Scott: I don't think so.
- 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 in life, this professional period in your life?
- Scott: I guess—I don't know. What do you mean, liberal or conservative or what?
- Bartges: The article you sent me—you had a specific word that was underlined in it. (laughs)
- Scott: I don't remember that.
- Bartges: Your role in the development of future leaders in DGWS, in the organizations that you participated in, were those leadership roles?
- Scott: Yes.
- Bartges: Were they new kinds of roles, or had it taken a different path than prior—?
- Scott: Yes, I think so. We were very much involved, of course, with Title IX and trying to get people to understand what was involved in Title IX and trying to educate women to the importance of equal opportunities for women and primarily in sport. I was interested in that, although interested in other things as well as far as that was concerned, but that was my main interest.

³ Billie Jean King is a former American professional tennis player. Over the course of her career, she won thirty-nine Grand Slam titles and the Battle of the Sexes tennis match against Bobby Riggs in 1973.

Bartges: The interests that you had, what kind of mentoring or role models did you have that sort of pointed you down—

Scott: (unintelligible).

Bartges: None?

Scott: Well, that's not quite true, but my role models were very strong women in the fields of physical education, and many of them were very violently opposed to the direction I was taking.

Bartges: Did that cause problems for you?

Scott: Yeah, it did, professionally it did. But some of them—for example, Elizabeth Hulseby who was at the University of Iowa, although was opposed to the whole concept of opportunities for highly skilled girls, said, "Go ahead and do it." She said, "You believe that. All right, go ahead and do it." But she said, "Remember this." She said, (laughs) "Twenty years or thirty years ago we were the ones who were trying to get opportunities for the highly skilled girls, and we didn't do any better than what I think you can do." She was right.

Bartges: You think?

Scott: Yes.

Bartges: Why?

Scott: Because look at what has happened to women in sport. We have gone completely down the same road that the men have. We didn't have the guts to set up a different pattern, which is what we had intended to do. And now we're in the same problems as the men.

Bartges: The model that was set, the AIAW, was a different pattern, wasn't it?

Scott: Tried to be, yeah.

Bartges: So I don't think that you could say that you were a failure because it didn't go. You did get it set up.

Scott: Well, it was set up, yes, but the thing is that most of these young kids who then became coaches and so forth were so delighted about being called a coach and wanted all of the perks that the coach had, that they weren't willing to sit down and look at what might happen if they went on the same road that

the men had gone on. And as a result of that, they were impatient and they went right along the line.

Bartges: What kind of things would fall into the category of being down the same road as the men?

Scott: Well, recruiting basically. In fact, when we were working on the rules for AIAW, we had conferences with men who had been in official positions in NCAA, NAIA [National Association for Intercollegiate Athletics], and all that stuff. And they, without dissent, said if there was one thing that they could do over as far as men's sports was concerned, was to eliminate recruiting, and they said, "Don't do it." So we put in a rule against it. And what happened? We were brought up before the lawyers in terms of—

Bartges: There was a lawsuit.

Scott: Yes, there was.

Bartges: Tennis player wasn't it?

Scott: Yeah, tennis players from a couple little schools down here in Florida. That's one thing. That's the basic thing. But most of the evils that, if you call them that, that happened in men's sports happened as a result of recruiting, and that's the same thing that's happening to women. You realize that? You realize that the women are breaking rules just as fast?

Bartges: Oh, yeah. Oh, I coached college ball for ten years.

Scott: All right, you know.

Bartges: I know. And it's—I've been out of it for a few years so I know that it's probably even dirtier now than it was then. Yeah.

Scott: Maybe we couldn't have changed it, I don't know, but we never had a chance because we didn't take it. We didn't try it.

Bartges: Do you think that the success of the AIAW was part of the reason that it ultimately failed?

Scott: Yes, that and the fact that people were kind of intrigued by watching women participate and play, and some of them were playing very well, and they were bringing in money, which the NCAA could not stand. And as long as they

could control women, then their financial success was insured, and that's what they've done.

Bartges: Was Walter Byers⁴ a shark circling?

Scott: Oh, God, yeah. (*unintelligible*). We, at the very beginning of all this stuff, when we finally got DGWS to agree that we should change the verbiage about opportunities for women in sport, we wrote to Walter Byer and said, "Would you be interested in taking over activities for women, sports for women, and controlling?" Because they knew. I mean, they—look, they'd been doing it for years.

Bartges: Oh, yeah.

Scott: He wrote back and said, "No, we're not interested in that at all." And then what, five, six years later, bingo, they took it over. They bought us out. And the young women who were coaching then didn't have the guts to stand up against it, and we lost it. Whether it's made any difference or not, I don't know.

Bartges: Another person that—and I know you had to have interactions with them and I haven't—I think that they are dead also, Catherine Lay?

Scott: Yeah, she's gone.

Bartges: And that was all part of DGWS. And there was another, it's CW—

Scott: CIAW [Commission on Intercollegiate Athletics for Women].

Bartges: CIAW, which stood for—

Scott: (laughs) God, I don't know (*unintelligible*).

Bartges: I'd have to look it up. There's so many alphabet—

Scott: Yes, (laughs) I know.

Bartges: But the CIAW—

Scott: Commission on Intercollegiate Athletics for Women.

Bartges: That's it. And that evolved into the AIAW.

⁴ Walter Byers was the first Executive Director of the National Collegiate Athletic Association (NCAA).

Scott: Right, um-hmm.

Bartges: The leadership of those organizations, they built the organizations, yourself included, and then it just—it was taken away.

Scott: Um-hmm.

Bartges: What kind of things did you try to do to resist that, or could you resist it?

Scott: We couldn't resist it because, first of all, AIAW didn't have the money. And one of the things that they—NCAA requires their members to pay a very healthy fee to belong to NCAA—

Bartges: The institution?

Scott: Yes, right. And AIAW wanted to do the same kind of thing, but the college presidents didn't want to pay two fees, one for the men, one for the women. AIAW had no money to send these teams to the final four, but NCAA said to the women, "Join us and we'll pay for you. We'll pay your way and we'll give you a healthy return on it," which they did. And the women said, "Hey, this is great."

Bartges: Do you think that that was sort of selling your soul to the devil?

Scott: Yes, I do.

Bartges: When Title IX was passed in 1972, and through the tomfoolery that was implementation in the early years, was there no way that the structure could have survived as a separate entity because of gender equity?

Scott: I don't know. I think probably not. See the—equity, gender equity, is not a very popular concept in this country and in almost any country, but particularly in the United States. Sports belongs to men, not to women.

Bartges: Right.

Scott: And so it was difficult to get financing that would support women's programs. I think—I don't know. I don't think it could happen—much could have been done to save that.

Bartges: The TV contract that the AIAW had in its—it was probably what, its last year that—

- Scott: Something like that, two thousand dollars instead of twenty thousand, something like that, yeah.
- Bartges: But the whole contract was like five hundred—it was half a million dollars. Did the NCAA take that contract over, or did they just undercut it and—
- Scott: I think they undercut it, but I'm not sure of that.
- Bartges: I've not been able to ascertain that. I know the NCAA promised to increase television exposure—
- Scott: That's right.
- Bartges: —but they didn't deliver on that for a number of years.
- Scott: That's right.
- Bartges: And the contract with the AIAW was then just gone because the AIAW was gone.
- Scott: That's right.
- Bartges: Some of these people that we've talked about—and this is sort of where the question, that twenty-third question, goes in terms of being a trailblazer. Would you characterize yourself as a trailblazer?
- Scott: Yeah, I guess so, um-hmm.
- Bartges: Well, if you're not comfortable with that, that's fine, I just—
- Scott: No, I am. I mean, I—I was one of many who spent my professional life trying to do this, and I have been called a trailblazer among other things, and I think I was. I think that's where I really spent my time.
- Bartges: Lorrie Ramsey, when I interviewed her, the coach from ICC, Illinois Central College, she didn't miss a beat. She called herself a pioneer. And I think that just many of the people in this group of individuals that I'm interviewing fall into that category.
- Scott: I think so.

Bartges: I'm going to list a collection of states, and this more a general feel because you were in Central Illinois during this period of time. You worked in the town that the IHSA called home, although not at that point in time, they were still in Chicago. But ultimately with the influence that Illinois State has had with coaches and their basketball program—Jill Hutchison obviously—I'm curious on your take on this. The states that surround or border Illinois and the years that they implemented a state tournament for girls' basketball: Iowa was 1926, Indiana 1975, Michigan 1973, Wisconsin 1976 with—they started with three different classes, not just one, Minnesota 1974, Ohio 1976, Kentucky 1920 to 1932 and then again in 1975, Tennessee 1965, Missouri 1973, Illinois finally in 1977. As an educator and a person who was training physical educators and what would become coaches, how did you feel when you saw states surrounding Illinois competing in very competitive state tournaments and Illinois didn't have that?

Scott: Well, I was—I was unhappy about it. It was too bad, I thought. And we were working at ISU to provide teachers and coaches and other personnel, athletic personnel. And they were frustrated because they'd go out into the field and there was no place for them in Illinois to become coaches or do very much in the area of coaching. But I guess you—Ola probably told you about Geri Renard, who was an extremely strong person in Illinois who had developed the GAA. And she—and I've forgotten who the other was, the others were—but anyway, she was opposed, violently opposed, to competitive opportunities for girls beyond what was recommended, what she recommended for the GAA. And I think that her influence was really tremendous on the state, and that was why I think—I'm not sure of this, but I think that it was one of the major reasons why Illinois was so late in setting up its state tournaments.

Bartges: There seems to be a consensus with that, that the IHSA was slow to respond and their leadership was happy with that.

Scott: That's right.

Bartges: Or content may be a better word.

Scott: Yeah.

Bartges: Do you think that—and I'm asking this at a personal level because—and I don't know what your interactions with Ola were, but as somebody in that town who kind of knew what was maybe going on, do you think that Ola was a vehicle of change for the IHSA?

Scott: She was eventually, but she was very much under the influence of Renard, who was very much opposed to including opportunities for highly skilled girls. But she changed.

Bartges: Why?

Scott: I don't know why she changed.

Bartges: But you saw a change?

Scott: Oh, yeah. And she—well, I'll tell you why I think: when Title IX came into effect, if IHSA had not provided opportunities for girls, they would have been sued.

Bartges: Weren't they already getting sued?

Scott: I don't know. So I think the personnel at IHSA, the men, said "Look, Ola. Get going on this." And she did (unintelligible), and she did a good job when she finally got going on it. And she was good friends with a number of our faculty members, and I think they helped her on this.

Bartges: So there was some cooperation between the university setting and the IHSA?

Scott: Yeah, I think so, yeah.

Bartges: Did you attend the first girls' state basketball tournament?

Scott: Oh, God, yes.

Bartges: (laughs) Why that reaction?

Scott: It was terrible. I thought the level of skill was absolutely horrible.

Bartges: Really?

Scott: And I was embarrassed by it.

Bartges: What—

Scott: The girls didn't know how to play basketball. Some of the kids couldn't (laughs) even get the ball up to the basket. And they were—it was—the school tournament was started much too early. Now those kids are really great, and they play very well. They do a good job. But the first two or three

tournaments (laughs) were just awful, and I felt sorry for the girls because they were, I felt, not very well skilled.

Bartges: Was it that they weren't well skilled or that they had poor coaching?

Scott: Both.

Bartges: I'm going to give you this, go ahead and look at it.

Scott: Oh, yeah. (laughs) Oh my.

Bartges: That's a program from the first state tournament.

Scott: Oh, yeah, (unintelligible).

Bartges: I interviewed her.

Scott: Yeah, she's a good gal, a member of my staff.

Bartges: The officiating at the first state tournament, Jeanne said there was an officiating club at ISU?

Scott: Yeah.

Bartges: You're familiar with that?

Scott: Yeah.

Bartges: Was that part of the PE department?

Scott: Yes, yes, all of it was, um-hmm. (laughs) Well, my gosh.

Bartges: (laughs) Walk back in time?

Scott: Um-hmm. Let's see, Jill, (unintelligible), Joyce Morton?

Bartges: (laughs) One of the people that I had interviewed as a player was Charlotte Lewis.

Scott: Oh, yes.

Bartges: Because—I remember seeing Charlotte play. When I was in high school she was in college, and we came down to Illinois State to see a basketball game so

that we could see what a girls' basketball game, a women's basketball game, was like. And our coach brought us down. And it was amazing. But Charlotte was one of those people that didn't play high school basketball, yet she played competitively at the collegiate level and Olympian and professional ball, so she was—it was fun to see her.

Scott: Yeah.

Bartges: She's still in Peoria.

Scott: She finally graduated you know.

Bartges: Yeah, I do know that. I went the night that they retired her number at Illinois State.

Scott: Did you?

Bartges: Yeah. I thought that that was important. And I know Cathy Boswell.

Scott: Oh, yes.

Bartges: Boz could play.

Scott: Yeah. And those—the kids who played in the first tournament had not played before they got to high school. They had not played down in elementary school or junior high. And so many of them were playing perhaps for the first time, for the first year, and then they were pushed into a state tournament, and it was unfair to the kids, I thought.

Bartges: That's what one of the coaches that I interviewed said, that the administration found out there was going to be a state tournament and then they added basketball.

Scott: Yeah. (laughs)

Bartges: In 1976 they added it, and then the first state tournament was in 1977.

Scott: Yeah.

Bartges: In your opinion, given the previous information or conversation, what was the major reason that slowed basketball from being added as an interscholastic sport sanctioned by the IHSA?

Scott: I don't have any idea.

Bartges: Why do you think it changed?

Scott: Well, I don't know that either. Basketball has always had a tremendous amount of appeal to people, spectators and so forth, and I suppose that had something to do with it, wanting to know why they didn't play basketball instead of some of these other sports which were not so well loved.

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

Scott: I wasn't much aware that homophobia played any—was at all influential in that. I don't know.

Bartges: Okay. Can you identify any factors that would have influenced the IHSA not to have basketball for interscholastic competition?

Scott: Well, the only thing I can think of is purely an administrative concern was, We've got to give plenty of time for the boys' tournament and we don't want the girls' tournament to interfere with that. And I think that was basically it, not concern that they thought that girls shouldn't be playing basketball. I don't think that was it.

Bartges: Do you think the American Medical Association's endorsement for vigorous exercise helped change public educational policy towards interscholastic sports?

Scott: Well, I would hope so. (laughs) I think probably it has.

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

Scott: Oh my gosh, if it wasn't for Title IX, we wouldn't be anywhere. I think they—it forced schools to look at what they were doing for women, which was nothing for the most part. And without it we had no strength to make changes. We were still counting pins like we used to on sports days. You could only have so many straight pins, and you must turn those back in. We didn't have any money. We used to drive our cars, take the kids to play games. And we used to set up—at home we would fry chicken and stuff to take with us so they had something to eat on the way. We didn't have anything like—the men didn't have to do that kind of stuff.

Bartges: So if you had a game that was a long ways away, you went down, you played, and then you came back?

Scott: That's right—

Bartges: You didn't have the funds to stay in a hotel?

Scott: No, we couldn't stay over, no. We had nothing. And Title IX opened the door, and it made people aware for the first time that probably the most inequitable areas for men and women was in sports, and so we began to get some changes made.

Bartges: How quickly did the changes occur?

Scott: Well, as you know, we've just—what was it, the twenty-fifth anniversary of Title IX? We spent a whole year trying to save it.

Bartges: Yeah.

Scott: Okay. It's helped. Certainly it's helped a great deal, but you can't change people's attitudes and opinions rapidly. And we're still—you talk to many people who are not in the education field, perhaps, and talk about sports, and what do they talk about? Women's sports? Not many of them. So we're still in that same form of thinking that sports is for boys, and so we mustn't take money away from the boys because that's not fair. I mean, after all it's a boy's game and girls should wait over here on the side until there's more money or opportunities for them.

Bartges: Do you, you personally—you're obviously not satisfied with where we've come.

Scott: No.

Bartges: How long do you think it will take to get where we want to be?

Scott: Another hundred (laughs) years or so. (laughs)

Bartges: Or so. (laughs) Did you find it frustrating professionally, and for you personally, to have your peers or the people ahead of you say, "Be patient, change will come, you can't force it to happen"?

Scott: Yes, it was frustrating, but—

Bartges: Did that deter you?

Scott: No. No, kept at it, and still did until I retired, and then I quit. And I said, "Okay, if this is something that is important to young people, young women, then you carry the ball."

Bartges: Do you think young women have dropped the ball?

Scott: Many of them have, I think so.

Bartges: What could they do?

Scott: Well—dropped it, I don't know. I think many of the women coaches now, and perhaps this is an unfair assessment, are quite happy with the way things are now. They get called coach, and they get to wear uniforms, and they have transportation. They can stay overnight. And they get to go to the Final Four, and that's great. I went to that once. That was very exciting, I enjoyed it.

Bartges: It's a fun time.

Scott: Um-hmm.

Bartges: It's different every year, but it's—

Scott: Sure.

Bartges: It's certainly refreshing. I mean, it's one of those rejuvenating things, but those are four days in April.

Scott: That's right.

Bartges: And then there's the rest of the year.

Scott: Um-hmm.

Bartges: I'm going to see my time here. Yeah, I need to quit.

Scott: Okay.

Bartges: Well, with this tape

(End of Tape One, Tape Two Begins)

This is Tape number two with Phebe Scott in Fort Myers, Florida. We were talking about Title IX and the changes in Title IX. We've also talked about the AIAW and the NCAA. The late Marianna Trekell in her book *A Century of Women's Basketball* stated that she felt that Title IX forced the issue or a role model of women and girls' sports toward a more competitive male model of sports. Do you agree or disagree with that?

Scott: Will you read that again? I was looking at something else here so I didn't pay attention.

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

Scott: Well, I think that in the sense that it did. As long as a sport is under or—yeah, is under the control of the NCAA or NAIA, we tend to follow the pattern which has been established, and that is a competitive stance for following the men's, and I think the women have followed right along, as I had said earlier.

Bartges: And you also said you thought that that was not a good thing.

Scott: No, I don't think it was a good thing.

Bartges: The last work that I could find was a master's thesis from Linda Lee Bain that you were the head of the committee on. And this was completed in 1968, and that's the last work that I could find on girls' high school basketball in the State of Illinois. The thesis was very interesting to me because you can look back on recommendations and things that she made at that time which people in my generation take for granted, because I was a freshman in high school in 1974 and Title IX had passed. The IHSA had added sports, we were playing five-player basketball, which five years before they hadn't been. I mean, it was just a critical period of time. One of the things that Linda recommended was that the IHSA involve women physical educators in the formation of policies and controls for an expanded interscholastic sports program. What did she mean by that, women physical educators? High school level educators or the college teachers who were teaching what would become the coaches?

Scott: Well, I would guess—and this is purely a guess because I don't remember back that far—but I think she was trying to say that the IHSA needed to have some input from women who had been working in the fields of sports for women a long time, and therefore were probably in a pretty good position to

give recommendations about the policies and rules and regulations that the IHSA was attempting to develop for women. And I think that was a good idea.

Bartges: One of the things that was discussed in here was there was just a very cursory mention of a meeting from IAHPERD of people who were interested in interscholastic sport, and that they had this group, a subgroup in IAHPERD, had requested meeting time and space during the annual state convention. Were you part of that group who wanted to discuss interscholastic sports at IAHPERD? It was probably about 1967.

Scott: I don't think so because I think I had just come to ISU in 1966. And this is in 1967, you think?

Bartges: Well, no, it says, "The interscholastic sports," "November,"—no, I'm too late—"In 1959, presented a panel discussion entitled, 'Should we Expand our Competition Line in 1959?' In 1960 a request from the IDGWS for conference space, program space, to discuss the area of interscholastic competition for girls was denied by the state association."

Scott: No, I don't—I wasn't there then.

Bartges: You wouldn't have been part of that?

Scott: Uh-uh.

Bartges: Okay. Almost everything that she recommended came to pass in this so this is—it was either so close to the timeframe that it was going to happen and there were indications in the wind, or she was psychic. (laughs)

Scott: Linda Bain is extremely well known in the field today.

Bartges: Is she?

Scott: Oh, yes. She's one of the leaders.

Bartges: Where is she?

Scott: Oh, she's some place on the west coast, and I think it's University of Oregon. I'm not sure.

Bartges: A professor?

Scott: Oh, yes.

Bartges: Is Bain still her name?

Scott: Yes.

Bartges: So I could track her down that way?

Scott: I think so, um-hmm.

Bartges: Can you recall anything else that might help me understand the history of girls' basketball in Illinois during this period that I either haven't touched on or you haven't had a chance to answer?

Scott: Well, I don't think so. I think you've covered pretty much everything that was going on at that time and the forces that were at play. As I've indicated, there was a very strong leadership within the IHSA which said, "No, we aren't going to do anything more than this nice GAA which we have developed over a period of years." And it was okay. And on the other hand, there was a group of us who were trying to implement a more—a broader opportunity for girls and women. And there was—there were clashes on this, but not until—I don't think that we would have won if it hadn't been for Title IX.

Bartges: You don't think that even prior to 1972 some of the changes had already started to become inevitable?

Scott: I don't think they were inevitable. I think they might have been, but it would have been a long, cold winter before they happened.

Bartges: When were you the chair at Illinois State? What was your period of—

Scott: Nineteen sixty-six to nineteen seventy-eight, something like that. Eighties.

Bartges: And did you go back to the faculty when you left the chair?

Scott: Um-hmm.

Bartges: This isn't intended as a rhetorical question. I'm trying to get a certain response. Would it surprise you to hear that in my research the two most glaring obvious things about the people who had been influential in the State of Illinois are that they were either not from Illinois or that they were educated at Illinois State?

Scott: Doesn't surprise me.

Bartges: How is it that Illinois State had such a tremendous influence?

Scott: Well, I think Illinois State was one of the best teacher's colleges in the United States, and it had an extremely strong program for women.

Bartges: And there was a separate women's department?

Scott: Oh yeah, separate women's department and men's department. When I went there I was—went in as chair of the women's department. You just looked down at the list of the faculty members, and they were very influential, very strong women who had been there prior to the time I went. And I think that we had one of the largest programs.

Bartges: Sheer numbers?

Scott: Yes, yes, in teacher education at ISU of any of the schools in Illinois at that time. And I think they may still have it, I don't know. But they were well known throughout the country as being on the cutting edge of the profession.

Bartges: What made you on the cutting edge? I mean, how do you come into a department—and I'm naïve about this—how do you come into a department like that in a—it's serendipitous that it was this period of time, but—and stay on the cutting edge and have that—you didn't recruit your students, they came to you. There had to be something.

Scott: Well, I don't know. I think perhaps, and this is not a very scientific (laughs) answer.

Bartges: (laughs) It's not a scientific question.

Scott: But the faculty, by and large at ISU, were really bright women. They knew what was going on and they kept themselves up to date. And one of the problems when we were combined from men's department to women's department was the fact that the men in their—in the men's department were all coaches as well as teachers, and they hadn't had any time to keep up to date with the literature, with what was going on. And they had to be coaches, and they had to be good coaches or else they'd lose their jobs (unintelligible). And so it was a problem to try to meld both groups together, and it didn't work very well for a while. But the women were involved in the state association. They were involved, some of them, at the national level, and it was a source of pride to know what was going on and to be a part of it. And I think that was part of the whole thing. What's interesting to me when I went there—because

one of the things that happened since I had chairman was you get letters from all over the country telling you about different positions that are available—and so when I'd get those, I'd look at the faculty and I'd think, Oh, this would be a good job for her if she wanted it. And so I'd send her that notice. And they were furious at me. Are you trying to get rid of me?

Bartges: (laughs)

Scott: And it never occurred to me. I wasn't trying to get rid of them. I was trying to show the opportunities if they were interested. Very few people resigned from that faculty until just a few years ago—they all began to retire. They're all retired now. And so I don't know what the faculty is now. I don't know who they are or anything about them. But there was this sense of pride, I think, that I don't know where it came from.

Bartges: Were most of your students from Illinois State? Or from the State of Illinois, I'm sorry.

Scott: Yeah, um-hmm.

Bartges: Your graduate program, how large of a program was that?

Scott: It wasn't very large at first. It began to grow a little bit later, but it was only a master's degree program. It still is, I believe. You can get a doctorate, but you get it in education administration instead of physical education.

Bartges: Not in PE?

Scott: Um-hmm. So I don't know.

Bartges: Do you think that the association between the physical education department and the athletic department at Illinois State, that they were so inextricably intertwined during this phase and that would be why you sent out so many successful coaches? I mean, we're talking about a lot of successful coaches that played at Illinois State, not necessarily in the NCAA, but in the early days.

Scott: Yeah, I think so. I think that we always got along very well with the athletic department, by and large. And then, of course, we had Jill Hutchison who early on opted out of our department and became full time athletics. Linda Herman did the same thing. And so we had two very strong women in the ISU Athletic Department who—they helped a lot in terms of maintaining the high level of competence.

Bartges: These people that I've interviewed, and it's been a number of them—Lorrie Ramsey, Joan Streit—I don't know if you know that name, she was a coach at Joliet West. They won the state championship. There's a bunch of others and I can't think of their names right off the top of my head, but when they went to Illinois State and they played, they played intramurally, interscholastically on play days.

Scott: Sports days.

Bartges: Sports days.

Scott: We didn't have play days then.

Bartges: Sports days. They played for sports days. Those events were not athletic department events. Those events were physical education events. When did that change?

Scott: When we merged as one department, and all of those kind of programs were given back to the—were not given back but were given.

Bartges: Given over, okay.

Scott: We had no budget for that. They did, so—

Bartges: Well, I really appreciate you taking the time to talk with me and to share your thoughts on this and experience.

Scott: Well, you're welcome. I wish you well on this. I think you probably got enough material there for a Ph.D. dissertation.

Bartges: Probably. I have to think about what I want to do. The oral histories have been phenomenal, really, they really have. I work in the Affirmative Action office at Western. My background is history. My experience has always been history and athletics. I actually was lucky enough when I was at Penn State, I had a class with John Lucas—

Scott: Oh, yes—

Bartges: —and I didn't know it at the time. (laughs)

Scott: No, probably not.

Bartges: (laughs) I was like, Oh, okay, Olympic history. But I've been very fortunate in the people that I've been able to encounter like Nancy Wordwell and a lot of other people, and Rene Portland has been very good to me over the years. I've worked camps for Pat Summit, and I have a lot of contacts in the athletic world and in PE, but I can't see myself going on and doing a Ph.D. and more because I can't afford to quit my job and do it. And now it's a lot more difficult to do it distance and than do a year in residence or something. A lot of people used to do it that way. You know Ann Lamb?

Scott: Yes.

Bartges: Because she was at Ohio, well (unintelligible) at Ohio State. But—

Scott: Is it Western (unintelligible) chair?

Bartges: Department chair at Western. Ann's not doing very well. She has Alzheimer's and she's in a home now.

Scott: Oh, is she?

Bartges: Yeah, just this summer went into a—

Scott: That's too bad.

Bartges: It's not really assisted living. It's more of a—it's full-time care.

Scott: Yeah, um-hmm.

Bartges: Ola asked me to tell you hello. Did I tell you that?

Scott: Yes.

Bartges: Oh, okay. (laughs) I can't remember what I said. But, I don't know, I'd probably like to do some writing on this. I'm not sure what. Need to think about it and maybe get some help from some people once I get—

Scott: You could probably do a pretty good job writing history of women in sport and use basketball as your vehicle really. But you probably ought to get some more background in terms of individual states and their history, because you probably can get the national picture pretty well.

Bartges: Yeah, I have a feeling for the national picture. I'm not as comfortable with that as I am with some other kinds of history because that's where I've spent

my life sort of studying it. But Illinois was just glaring to me in terms of its omission of history. There was just such a paucity of it. And I've read histories on Iowa and on Tennessee, Kentucky, Texas, some of these other states, but there was nothing on Illinois. There is somebody who's talking about writing a book on Illinois who's a writer, which I am not. She writes for the *Trib* [*The Chicago Tribune*], Isaacson. I can't think of her first name. I think her name is Isaacson. She's a feature columnist in the *Trib*, and she played at Maine West. She's about my—she's in my peer group, but I don't know whether she'll get that done or not.

Scott: Well, you need somebody like yourself who has a background in historical research and also who knows the game of basketball, been involved with it. The person that you're mentioning, unless she has a background in sports too, I would wonder if she would be the kind of person who would be able to give a sort of dispassionate (laughs) (unintelligible).

Bartges: I know she played in high school, but I don't know what she did after high school. And I was lucky enough, even though I didn't play basketball in college, I played tennis in college, and then went into coaching. And it was just that period of time. I've just been fortunate with the timing to see the changes. I mean the changes in women's basketball at the collegiate level have been phenomenal with the addition of the small ball and the three-point line and Prop 48s⁵, the academic changes, and those things, and how that changed recruiting and your actual day-to-day implementation of your student athletes because that really, for me, changed almost more than anything else—was the Prop 48.

Scott: Um-hmm.

Bartges: Which I think was a good thing.

Scott: Um-hmm.

Bartges: My second year as an assistant coach we had five Prop 48's, five of them. They all graduated, but it was like pulling teeth, and it was hard work.

Scott: I would think so.

Bartges: And especially from an educational standpoint. I mean, it frustrates me. College is not grades thirteen, fourteen, fifteen, and sixteen, and so many people view it that way. And you just—you cheapen it, and it—athletics

⁵ Proposition 48 is an NCAA regulation that requires high school athletes to meet minimum grade and standardized test score requirements in order to participate in collegiate athletics.

bastardizes it. I don't know a better word for it. And so that I find unsettling, and I didn't like—I don't want to contribute to that. (laughs)

Scott: Right.

Bartges: So, I don't know. If I enjoyed (unintelligible) more I think I probably would (unintelligible).

Scott: Don't forget this little thing.

Bartges: No, don't want to do that.

(End of Interview)