

SCHOLASTIC BOWL ADVISORY COMMITTEE

The IHSA Scholastic Bowl Advisory Committee met virtually on Thursday, May 4, 2023, beginning at 10:00 a.m. Committee Members present were: Jim Campbell, Coach, Port Byron (Riverdale); Ethan Levine, Coach, Chicago (F.W. Parker); Matt Hasquin, Coach, Piasa (Southwestern); Sean Airola, Assistant Principal, Orland Park (Sandburg); Evan Miles, AD/Coach, Farmer City (Blue Ridge); Sharon Lorinskas, Coach, Carbondale (H.S.); Rob Grierson, Coordinator of Officials, Skokie. Others in attendance: Brad Fischer, Head Question Editor, Kraig Garber, IHSA Assistant Executive Director.

TERMS AND CONDITIONS RECOMMENDATIONS:

1. III.F & V.C – Season Summary & Electronic Seeding Meeting Dates

Recommendation: Move the Season Summary deadline back to Friday of week 32 on the IHSA Standardized Calendar, and move the Electronic Seeding Meeting date back to Tuesday of week 33 of the IHSA Standardized Calendar.

Rationale: Many conferences as well as some of the larger scholastic bowl tournaments do not occur until after the current Season Summary deadline and Electronic Seeding Meeting. Therefore, moving the Season Summary and Electronic Seeding Meeting dates back one week would provide more opportunities for play to enable coaches to see a truer representation of teams' strengths and weaknesses prior to these two important reporting dates.

2. V.C – Electronic Seeding Meeting Format

Recommendation: Remove the online ballot system for state series seeding. Change it to a virtual meeting platform where coaches can discuss team strengths, and the sectional host can conduct a vote for seeding and report it to the IHSA on the seeding meeting date. Additionally, the sectional host would establish the four regional hosts at this virtual seeding meeting, and report that information to the IHSA as well.

Rationale: The current online ballot system for seeding through Schools Center is not adequately capturing and reflecting the information needed for coaches to make informed decisions for seeding. A virtual meeting would allow coaches an opportunity to discuss and interact about the teams within their sectional in order to more accurately establish the top eight seeds. Additionally, this could help the IHSA with securing regional hosts in a timelier manner which would be especially important if the Season Summary and Electronic Seeding Meeting Dates are moved back one week.

3. VIII.E – Number of Players

Recommendation: A team shall consist of a maximum of fifteen (15) players. A minimum of three (3) ~~four (4)~~ team players must start the match. A coach must designate one of the three to five participating players as captain. Fewer than three (3) ~~four (4)~~ may continue in the day's competition, if there are extenuating circumstances.

Rationale: Oftentimes, when teams withdraw from the IHSA State Series, it is because they lack the number of players to field a team. By reducing the number of players required to start a match, this may decrease the number of schools having to withdraw from the IHSA State Series due to a lack of players, and in turn, lead to more opportunity for a greater number of student participants to compete in the IHSA State Series.

4. VIII.O – Tournament Rules, Categories and Sub-categories for Toss-up and Bonus Questions

Recommendations:

SCIENCE 4/4

Currently says:

- A. 3/3 Drawn from a mix of: Biology, Chemistry, Physics
- B. 1/1 Drawn from other sciences such as but not limited to: Astronomy, Earth Science, Environmental Science, Health Science, Archaeology/Paleontology and not requiring all subcategories to be represented equally or at all.

Proposal:

- A. 1/1 Biology
- B. 1/1 Chemistry
- C. 1/1 Physics
- D. 1/1 Drawn from other sciences such as but not limited to: Astronomy, Earth Science, Environmental Science, Health Science, Archaeology/Paleontology and not requiring all subcategories to be represented equally or at all.

Rationale: The writing team has always evenly balanced the "big 3" Science sub-categories; this change simply codifies it for transparency.

MATH 4/4

Currently says:

Drawn from a mix of: Algebra, Geometry, Trigonometry, Calculus, Probability, Statistics and not requiring all subcategories to be represented equally or at all.

Proposal:

Drawn from a mix of Algebra, Geometry, Trigonometry, Calculus, Probability, Statistics, History of Mathematics, Computer Science, and Miscellaneous Math Topics. Subcategories are not required to be represented equally or at all.

Rationale: Math history, computer science, and various other minor topics have been a part of the math distribution for decades, but in awkward conjunction with other subcategories. This change simply clarifies and codifies their use.

HISTORY 4/4

Currently says:

Drawn from a mix of: US History, European History, World History from a variety of cultures, Ancient History

Proposal:

- A. 2/2 US History
- B. 1/1 European History
- C. 1/1 World History

Rationale: The writing team has used this specific distribution each year; this change simply codifies it for transparency. Ancient History, which was previously explicitly mentioned in the distribution, will continue to be asked within the confines of this distribution, as it has been.

LITERATURE 4/4

Currently says:

- A. 2/2 US Literature
- B. 2/2 Drawn from a mix of; Language Arts, British Literature, other European Literature, World Literature from a variety of cultures and time periods, and not requiring all subcategories to be represented equally or at all.

Proposal:

- A. 2/2 US Literature
- B. 1/1 British Literature
- C. 1/1 World Literature

Rationale: The writing team has used this specific distribution each year; this change simply codifies it for transparency. World Literature incorporates both European and non-European literature, and all three subcategories incorporate Language Arts content; these will continue to be asked within the confines of this distribution, as they have been.

FINE ARTS 3/3

Currently says:

A. 2/1 or 1/2 Visual Arts, composed of:

- a. At least 1/1 History of Art
- b. No more than 1/1 Theory and Technique

B. 1/2 or 2/1 Music, composed of:

- a. At least 1/1 Classical Music and Opera
- b. No more than 1/1 drawn from other Music including but not limited to: Jazz, Musical Theatre, Theory, Composers of the Modern Era, and not requiring all subcategories to be represented equally or at all.

Proposal:

A. 1/1 Visual Art, focusing on painting and/or sculpture

B. 1/1 Auditory Art, focusing on classical music and/or opera

C. 1/1 Other Fine Arts. Topics are drawn from the following groups of subcategories. Each group of subcategories will appear in each packet; that is, if the tossup primarily focuses on a topic from group a, the bonus will take its focus from group b, and vice versa.

a. Other Visual Fine Arts: art theory, architecture, photography, film, dance, other visual-based art forms

b. Other Auditory Fine Arts: music theory, jazz, folk music, world music, musical theater, music written to accompany dance, other auditory-based art forms

Rationale: The writing team has used this specific distribution each year; this change simply codifies it for transparency and clarity. In particular, the "2/1 or 1/2" phrasing has confused many coaches, and the "At least/no more than" language provides more ambiguity than necessary. Finally, a better outlining of the available subcategories for Other Fine Arts will help guide studying and preparation.

ADMINISTRATIVE RECOMMENDATIONS:

Case Book NEW 3-C – Pre-Match Procedures

Recommendation:

The following cases are intended to illustrate the intended lenient spirit of the rule regarding similar matching tops.

3-C-2f: CASE #1

A team of five players is seated to begin a match. All five players are wearing shirts of the same style and color (dark blue, short-sleeved, polo shirts). Most of the five players' shirts have a thin white stripe running along the shoulders and a small embroidered patch of the school logo on the front. But, one of the shirts is missing the logo patch, one of the shirts has the logo patch on the opposite breast, and one of the shirts is missing the white stripe.

Ruling: ACCEPTABLE

3-C-2f: CASE #2

A team of five players is seated to begin a match. All five players are wearing shirts of the same color, and all have identical logos on the front and back. But, some are short-sleeved T-shirts, some are long-sleeve T-shirts, and some are hooded sweatshirts.

Ruling: ACCEPTABLE

3-C-2f: CASE #3

A team of five players is seated to begin a match. All five players are wearing shirts with the school name on the front. But, some of the shirts are light red with white lettering, and some of the shirts are dark red with white lettering.

Ruling: ACCEPTABLE

3-C-2f: CASE #4

A team of five players is seated to begin a match. All five players are wearing variously different shirts, but all five players are wearing identical track pinnies over the shirts.

Ruling: ACCEPTABLE

3-C-2f: CASE #5

A team of five players is seated to begin a match. All five players are wearing shirts with the school name on the front. But, some of the shirts are red with white lettering, and some of the shirts are white with red lettering.

Ruling: Unacceptable; the primary color of the tops should match. Shades do not have to be exact, but white vs. red is not close enough.

3-C-2f: CASE #6

A team of five players is seated to begin a match. All five players are wearing school-issued uniform shirts; in accordance with the school's uniform code, some students are wearing blue shirts and some are wearing gold shirts.

Ruling: Unacceptable; the primary color of the tops should match.

Rationale: In recent years, there seems to be growing questions about how to interpret the uniform rule for scholastic bowl. Therefore, these case situations seem appropriate in order to provide guidance to players, coaches, and moderators regarding the intent of the rule.

Other items of discussion that did not receive action:

1. The committee discussed State Final venue adjustments that should be considered.
2. The committee discussed ways to encourage Athletic Directors (in districts where there isn't a separate Activities Director) to stay engaged with their scholastic bowl program.
3. As a result of the high annual turnover with scholastic bowl coaches throughout the state, the committee discussed ways to better educate coaches on their obligations regarding their IHSA state series responsibilities.
4. The committee discussed ways to pre-determine which schools are interested in hosting an IHSA Scholastic Bowl Regional.
5. The committee discussed results of the post-tournament survey, including feedback on the difficulty of the questions.
6. The committee discussed the factors and considerations involved in the number of classes used in the IHSA State Series.