

SCHOLASTIC BOWL ADVISORY COMMITTEE MINUTES

May 4, 2009

The IHSA Scholastic Bowl Advisory Committee met at the IHSA Office, Bloomington, Illinois on Monday, May 4, 2009, beginning at 10:00 a.m. Committee Members present were: Thomas Egan, Coach, Park Ridge (Maine South); Susan Martin, Coach, Wheaton (North), Cynthia Wierzba, Coach, Farmington; Jeannine Johnson, Coach, Macon (Meridian); Matthew Bardoe, coach The Latin School; Libby Letterly, coach Williamsville; Joe Iorio, athletic Director, Columbia; Others in attendance, Ron McGraw, IHSA Asst. Executive Director; Rob Grierson, Coordinator of Officials, Winnetka (New Trier); David Reinstein, Coach, Winnetka (New Trier) & representative of the Coaches Association.

As the meeting opened, Ron McGraw asked the committee if there would be a proposal today that addressed the controversial topic of changing the IHSA Scholastic Bowl format. He explained that he was fully aware of the issue and of the controversy over the past months surrounding the matter. There was no indication of the topic found in the agenda for today's meeting because no one had written a proposal to be considered by the advisory committee. No such proposal was offered and the committee moved on to address the matters listed in the day's agenda.

TERMS AND CONDITIONS RECOMMENDATIONS:

1. Item VIII-O-2 Eliminate Programming and Scripting as a sub-category of Mathematics

Recommendation: Eliminate Programming and Scripting as a sub-category of Mathematics

Rationale: Times have changed. While this topic was frequently taught in general and introductory high school computer classes, it's now only a topic of very specialized and advanced classes. Very few, if any, questions on this topic get answered, and a statewide vote of coaches supports elimination.

Motion-Tom Egan Second-Susan Martin Passed 7-0

approved

2. Item VIII-O-5 Eliminate Artistic Dance as a sub-category of Fine Arts

Recommendation: Eliminate Artistic Dance as a sub-category of Fine Arts

Rationale: While Art and Music History and Theory continue to be a significant part of the typical high school fine arts curriculum, dance as an activity or topic of study seems to be more specialized or even handled as an extracurricular activity. A statewide vote of coaches supports elimination.

Motion – Susan Martin Second – Tom Egan Passed 5-2

approved

3. **Item VIII-P-8** Modify the number of computational questions allowed in any match

Recommendation: There should be no more than five computational math tossups per round. There should be no more than one computational science tossup per round. There must be a minimum of 4 total computation tossups per round. Outside of math and science, there should not be any computational questions. (Note: This proposal affects only tossup questions and NOT bonus questions.)

Rationale: The reason for this change is to control the amount of computation in a match. In my opinion, allowing eight computational questions in one match gives too much of an advantage to students who are exceptional at computation, allowing teams in some cases to win despite being weak in other categories. Note that even with this change, computation will still be a major component of Illinois Scholastic Bowl.

Motion-Tom Egan Second - Matthew Bardoe Passed 7-0

approved

4. **Item VIII-O**

Recommendation: Modify the current question distribution

SCIENCE 6/6

A. 5/5 Major Sciences:

- a. 2/2, 2/1, or 1/2 Biology
- b. 2/2, 2/1, or 1/2 Chemistry
- c. 2/2, 2/1, or 1/2 Physics

B. 1/1 taken from two different ones below:

- a. Astronomy
- b. Earth Science
- c. General Science
- d. Health

MATH 6/6

A. 2/2 Algebra/Pre-Calculus

B. 2/2 Geometry/Trigonometry (including Analytical Geometry)

C. 1/1 Calculus

D. 1/0 or 0/1 Combinatorics/Probability/Statistics

E. 1/0 or 0/1 taken from one below

- a. General Math
- b. Number Theory

SOCIAL STUDIES 6/6

A. 3/3 History:

- a. 2/1 US History or 1/2 US History
- b. 1/2 World History or 2/1 World History
- B. 2/2 taken from two or three different ones below:**
 - a. Geography
 - b. Current Events (Must have occurred within the past year)
 - c. Government (U.S. and Comparative Govt. only)
- C. 1/1 taken from two different ones below:**
 - a. Psychology/Sociology
 - b. Religion
 - c. Economics
 - d. Philosophy/Political Science

LITERATURE & LANGUAGE ARTS 6/6

A. 5/5 Literature:

- a. 2/1 or 1/2 US Literature
- b. 2/1 or 1/2 British Literature
- c. 1/1 World Literature
- d. 1/1 Mythology

B. 1/1 taken from two different ones below:

- a. Grammar/Usage
- b. Spelling
- c. Speech
- d. Vocabulary

FINE ARTS 4/4

A. 2/2 Art History

B. 1/1 Classical Music History

C. 1/0 or 0/1 taken from one below:

- a. Opera
- b. Jazz
- c. Musical Theatre

D. 1/0 or 0/1 taken from one below:

- a. Music Theory
- b. Art Theory

MISCELLANEOUS 2/2

A. 1/1 Interdisciplinary

B. 1/1 taken from two different ones below:

- a. Journalism
- b. Sports
- c. Technology
- d. Agriculture
- e. Family Consumer Science
- f. Driver's Education
- g. Industrial Arts
- h. Pop Culture
- i. Consumer Education

Note: There were several motions and votes that took place in order to arrive at the distribution list presented here. Several of the categories were reviewed independently by the committee to determine if they should continue to remain as categories.

Rationale: This change is necessary in order to bring more uniformity to rounds and to make sure that central topics get emphasized. This proposal provides a more specific question distribution. In the past, we have specified that certain topics be classified as major while others are classified as minor without specifying precisely what those classifications meant. The result has been major differences between rounds, which is a major challenge to teams that can be eliminated by one loss. (For example, some rounds this year had two US History tossups, while one round had none.)

This distribution maintains the topics from the old distribution except for the two topics, Programming/Scripting and Artistic Dance, which have been recommended for removal because they often result in poor questions despite the best intentions of the writers. At the same time, it emphasizes the central topics: literature, history, math, and the three main sciences. This distribution would replace the one currently found in T&C VIII.O.

Motion – Matthew Bardoe Second – Jeannine Johnson Passed 6-0-1

approved

5. **Item VIII-I Matching Tops Rule**

Recommendation: Change the word identical to Similar in this T&C :

Dress: All Scholastic Bowl teams must wear appropriate matching tops for competing in the state series. Matching tops shall be defined as **BEING SIMILAR** in style, color, and markings. Members of the same gender must have **SIMILAR** tops, though males may wear slightly different tops than females.

1.) Team competitors and coaches will appear in appropriate attire. Acceptable apparel will include, but not be limited to: slacks, turtlenecks, sport shirts with collars, sport coats, T-shirts, sweatshirts, sweaters, nice jeans, skirts and dresses.

2.) Unacceptable apparel will include, but not be limited to: tank tops, cut-offs, short-shorts, clothing that advertise alcohol, drugs, or explicit material, jeans with holes or patches, hats or non-religious head gear, boxer-type shorts, spandex tights, **HOODED SWEAT SHIRTS** or pants worn below the hips.

3.) A student or coach may wear apparel that bears the trademark or logo of a manufacturer or distributor during competition provided that the student or coach's apparel bears only a single manufacturer's or distributor's normal label or trademark, not to exceed a one and one-half inch by one and one-half inch square.

Rationale: This change allows the Tournament manager the opportunity to use some common sense when asked at a state series event to rule whether or not any competing school's "matching tops" meet the spirit of the rule. For example; similar style shirts purchased by a school over several years may not be exactly the same color (for many reasons). This may be interpreted by

some that the shirts are not identical, therefore not legal. This change provides that shirts that are obviously intended to be similar, but are not exactly identical, will be ruled legal.

Motion – Tom Egan

Second – Susan Martin

Passed 7-0

approved

6. **Item II-B Regional Tournament Date**

Recommendation: Change the date of the 2010 Regional Tournaments from Tuesday, March 9, to Monday, March 8, 2010.

Rationale: The tournaments have been conducted on Tuesday in recent years to avoid Casimir Pulaski Day (a conflict with some member schools). Competing on Tuesdays has created conflicts with some schools that have a basketball team still competing at the Super Sectional level of the IHSA Boys Basketball Tournament. Casimir Pulaski Day will not be on Monday, March 8th so it is suggested we move back to Monday.

Motion – Cindy Wierzba

Second – Jeannine Johnson

Passed 7-0

approved

ADMINISTRATIVE RECOMMENDATIONS

1. **Rule 4-E-3c** reads in part: “The captain is the only player who may ask the moderator to repeat parts of a bonus question.” This should be changed to, “The captain is the only player who may ask the moderator to repeat the introductory setup of, or the parts of, a bonus question. *Rationale:*

Rationale: The rule was never intended to prevent the captain for asking for a repeat of the introductory setup information, yet some moderators have interpreted the rule in this way, and not allowed teams to ask for information which may be crucial to answering all of the bonus parts. This change will specifically permit it.

Motion – Matthew Bardoe

Second – Jeannine Johnson

Passed 7-0

approved

2. **Rule 4-A-4c** reads, “Giving or receiving aid, including looking over at a teammate’s written material reading of a toss-up.” There are words missing; it should be changed to, “Giving or receiving aid, including looking over at a teammate’s written material during or after the reading of a toss-up and then triggering the lockout system.”

Rationale: The rule is intended to prevent one player from writing a note to another (e.g. We talked about this in the van this morning!) and to prevent a player from having an “Aha!” moment

during a toss-up by reading something another player is writing. However, players often watch in awe as another player works a math problem, balances a chemistry equation, or sketches a physics diagram, yet have no intention of ringing in themselves. The former is illegal because communication occurs; the latter should be legal.

Motion – Tom Egan

Second – Libby Letterly

Passed 7-0

approved

3. **Rule 4-A-4d** reads, “Giving or receiving aid, including looking at written material not directly in front of you while a bonus is being answered.” Subsequent wording should be added as follows: “Giving or receiving aid, including looking at written material not directly in front of you while a bonus is being answered. When teams sit at long tables, the term ‘directly in front of you’ may include passed papers that could be spread out.”

Rationale: The rule as written is overly restrictive in its attempt to prevent players from giving or receiving aid after consultation has ended. Common sense should prevail. See next item.

Motion – Tom Egan

Second – Matthew Bardoe

Passed 7-0

approved

4. **Rule 4-A-4e** reads, “Any writing, other than checking off answers, while a bonus is being answered.” Wording should be added as follows: “Any writing by the person answering, other than checking off answers, after time has been called or while a bonus is being answered. Players not answering may hold pencils, write, or doodle without penalty as long as there is no violation of Rule 4-A-4d.”

Rationale: The rule is intended to prevent the person answering a bonus from doing additional written work towards the answer once consultation has ended. If other players continue to write, no advantage is gained, unless the paper they are writing on is one that the person answering is looking at in order to answer. See previous item.

Motion – Tom Egan

Second – Susan Martin

Passed 7-0

approved

5. **Rule 4-D-8** reads, “The player answering a toss-up question may continue to write while s/he answers, provided it does not constitute stalling as defined in Rule 4-B-2.” Preliminary wording should be added as follows: “Players may hold a pen/pencil, take notes, doodle, draw, write, or calculate, before the moderator is done reading a toss-up, and may continue to do so after the toss-up has been read. The player answering a toss-up question may continue to write while s/he answers, provided it does not constitute stalling as defined in Rule 4-B-2.”

Rationale: Several years ago we added rules that clarified when writing is allowed for bonus questions. The above will clarify when writing is allowed for toss-ups.

Additional Rationale for changes to **4-A-4e** and **4-D-8**: There are strict rules in IESA Scholastic Bowl that prohibit players from holding or using pencils at certain times. Some moderators who read for both levels have enforced IESA rules at IHSA matches, in error, and really believed they were doing the right thing. The above changes will clarify the IHSA rules.

Motion – Tom Egan

Second – Susan Martin

Passed 7-0

approved

6. Rule 4-B-11 should be added, as follows:

A correct answer should be ruled as correct regardless of what is printed on the page. Most often, this situation arises as the result of an appeal. Sometimes, this situation arises when the moderator decides to accept an alternative form of an answer. But occasionally, this situation arises when the printed answer contains a typo, refers to a historical fact changed by an event that has taken place since the question was written, or is just plain wrong. Moderators may make this decision on their own, or may consult with Head Coaches before making the decision.

Rationale: Although Rule 4-B-8 and Rule 4-C-2 have given the moderator the responsibility and the leeway to accept answers that do not match the printed answer exactly, this rule is needed to once-and-for-all debunk the long-standing myth that, “if an answer is printed on the page, it must be correct.”

Motion – Tom Egan

Second – Susan Martin

Passed 7-0

approved

7. Rule 4-B-8, aka the Hose Rule – Additional cases are necessary in the Case Book for clarification of the rule. The cases provided at the conclusion of the following explanation will be rewritten in the appropriate form and added to the IHSA Scholastic Bowl Case Book

The following explanation was offered by David Reinstein, New Trier HS, Winnetka

Almost every year, based on concerns raised by coaches and discussed at the IHSA Advisory Committee, there are changes in IHSA rules. The most important rule change this year is Rule 4-B-8, nicknamed the Hose Rule. The rule states:

“A well written question will be clear in what it is asking from the start and will guide the listener towards that answer throughout. Inevitably, though, players will sometimes buzz in, early or not, and give an early alternative answer or a different form of the printed answer (i.e. plural instead of singular, adjective instead of noun, etc.). Moderators have the authority and the responsibility to accept or reject alternative answers and different forms of answer, using their best judgment, as long as their decision is not contrary to a decision made in the moderator’s meeting, or an instruction by the question writer to accept or reject a specific alternative answer. If a moderator (or a coach, on appeal) believes that a toss-up has misled the listener by clearly changing intent or direction (also known as a “hose”), and that has

resulted in a wrong answer on an early buzz by one or both teams, the moderator should discard the toss-up and replace it for both teams to hear.”

The first part of this rule was on the books last year, but the last part is new.

The basic idea behind this rule is that we should reward players based on how much they know and how well they pay attention to the questions, but we should not penalize them for being unable to read the mind of the question writer. According to the first part, if a player gives an answer that is correct and differs from the answer given on the page only in format, and if the question had not specified the format of the answer at the time the player buzzed in, then the player should receive credit for a correct answer. The last part of the rule deals with questions that lead the players in a direction different than the answer.

Moderators need to be careful. This rule, when applied properly, makes matches fairer and our activity more legitimate. However, the new rule only applies to very specific situations, and the misapplication of this rule could result in an unfair match. Moderators should not assume that every time a coach invokes it that it applies to the situation at hand.

Here are some examples to help moderators handle situations that may come up.

Example #1: A toss-up begins, “One of Shakespeare’s plays ends, ‘For never was a story of more woe than this.’” After this sentence, a player buzzes in and says Romeo and Juliet. It turns out that the rest of the question asks for the name of the friar who gives out a potion in the play, and the actual answer is Laurence. **This question is a hose** – it led the player to give a wrong answer. It should be thrown out, and a replacement question should be used.

Example #2: A toss-up begins, “This German author ...” A player buzzes in at this point and says Goethe. It turns out that the correct answer is Hesse. **This question is not a hose**, and it should not be replaced. Even though Goethe is a very famous German author, the question did not point specifically towards him, and so it is not the question’s fault that the player buzzed in early and guessed wrong. If a coach protests, the moderator should deny the protest in this case.

Example #3: A toss-up states, “Giving your answer in decimal form, what is one-half plus one-fourth?” A player buzzes in and says three-fourths. **This question is not a hose**, and the answer is incorrect. The question clearly stated what form to put the answer in before the player buzzed in, so the player should put the answer in that form. This rule is meant to handle poorly-worded questions; it does not give players an excuse to use when they do not follow directions.

Example #4: A toss-up states: “This character is placed in the care of the Dursley family and turns out to be a wizard. Name this character created by JK Rowling.” A coach protests, claiming that Harry Potter books aren’t really literature and that they can’t believe questions like that are being asked of high school students. However, **this question is not a hose**. Writers have a lot of discretion to ask about various topics, and it is not the role of the moderator or coaches to decide which questions are proper. This question should be used as is. The same ruling would apply to a question that was considered too difficult by the moderator and coaches.

Example #5: A tossup asks, “Which country contains the cities Iruna, Palma, Barcelona, and Madrid?” A player buzzes in with the answer Spain, which does in fact contain all the cities mentioned, but the packet claims that the correct answer is France. **This question is not a hose**, since its problem is not that it is misleading. The problem is that the answer on the page is incorrect, which is handled by different rules. Rather than throwing out the question, the moderator should accept the player’s answer as correct.

If you are hosting a Regional or Sectional, please make sure that your moderators are aware of this rule. If you are a coach, please make an effort to understand all the rules, including this one. Though it is considered unethical for a coach to work the refs or twist the rules, coaches have the right to immediately protest moderator decisions that do not conform with the IHSA Rule Book. Once both teams have been given a chance to answer a question, let the moderator know if one of the teams was hosed.

Motion – Tom Egan

Second – Susan Martin

Passed 7-0

approved

ITEMS OF GENERAL DISCUSSION

- *Determining that Government questions be restricted to U.S. and Comparative Government and not include Illinois Government.
- *Requiring that Current Events be something occurring within the past year
- *Dropping “Driver’s Ed.” as a sub category (agreed to maintain)
- *Dropping “Consumer Ed.” as a sub category (agreed to maintain)
- *Dropping “Agriculture.” as a sub category (agreed to maintain)
- *Increased fines for not appearing to compete in the State Series and not withdrawing prior to the deadline.
- *Regional and sectional grouping and seeding.