Demonstrations
and
Agricultural Judging
in
Montana 4-H Clubs
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Prepared by Pauline Bunting and R. E. Cameron, State Club Leaders, and Extension Specialists.

Demonstrations and Agricultural Judging
in Montana 4-H Clubs

Let's Demonstrate

Did you ever show your school chum how to make a sling shot, set a steel trap or splice a rope? Or, did you ever show your best friend how to play dominoes, make fudge, or dress a chicken? If you have done any of these or similar things, then you have given a demonstration, because a demonstration is showing and at the same time telling how to do some one thing. It is a method of teaching. Also, it is a form of salesmanship, ideas and methods being the things sold.

It has been said a demonstration is a hard name for something which is not necessarily difficult to do. Sometimes no help is needed in showing and explaining how a thing is done. This would be an individual demonstration. There are times, however, when two persons are needed to properly show and explain a certain process. This, of course, would be a team demonstration. Both are valuable and the type used depends upon the subject selected and the program or contest to be entered. Demonstrations should be used by an individual or a team to teach certain recommended practices to other club members and to people living in their local community.

The benefits derived from a demonstration are twofold; first, the information acquired and the experience gained by the demonstrator in standing before an audience and presenting a subject; and, secondly, the benefits derived by those listening to a good demonstration. One of the best ways to judge the value of a demonstration is by the ability of the audience to take the information given and carry out the practices recommended.

First Steps in Demonstrating

The development of a demonstration should be a natural process. Giving short, simple individual demonstrations at club meetings is a good way to start. The demonstrations can vary with the age and experience of the members.

Adapted from Indiana Extension Bulletin “Let’s Demonstrate.”
Oftentimes, it is desirable to have the club member show only one simple process, such as a clothing member show how to use a gauge in measuring a hem, or a first year calf club member might demonstrate only the polishing of the calf’s horns rather than give the complete demonstration—“Fitting the Calf for Show.” Other calf club members might demonstrate such steps as combing and brushing the tail, trimming the feet and clipping the head. Later in the club season, after acquiring demonstration experience at regular meetings, a team might then give the complete demonstration on “Fitting the Calf for Show” at a community meeting or a contest.

Another method of informal demonstrating may be helpful in starting. In a breakfast club, for example, a club member might give a demonstration on “Making of Muffins,” during which the other members and leader will observe and discuss each step as it is carried out. This method of demonstration is one of the finest methods of teaching because it affords an opportunity for the leader to point out and emphasize each step as it is taken. In this informal type of demonstrating, club members generally are glad to be the one to “show” the others. It is usually desirable for the club member who is to do even this type of demonstrating to know it in advance so the necessary preparations can be made.

Selecting Subjects for Demonstrations

In selecting a subject for a demonstration, some part of the work relating to the project being carried by the member or to the health program in the club should be chosen. Many parts of the different projects lend themselves to suitable demonstration topics. For instance, a poultry club member might profitably demonstrate “Construction of a Self-Feeder,” or a sheep club member, “How to Shear Sheep.” In like manner, a clothing club member might demonstrate “How to Put in a Hem,” or a foods club member “The Making of Coconut Cookies.” If the subject selected requires two persons to present it properly, then it should be made a team demonstration. However, it is poor demonstrating to use two persons to do the thing that could be done equally well or even better by one person. It follows, of course, that it is equally poor if one tries to do what two could do more effectively and quickly.
A more interesting demonstration will result where the actual processes may be demonstrated, not just illustrated with charts and finished samples. Use made of actual articles, persons, animals or equipment concerned, as well as charts and pictures will appeal to the audience. The desirable type of demonstration subject for a contest is one which may be well-illustrated and well-delivered and also have action, manipulation and team work on the part of the club members.

Keep in mind that any practices directly relating to the project or health program being carried may be used for demonstration purposes. Project material lists suggestive topics for demonstrations. The size of the group before whom it may be presented should also be kept in mind. In any demonstration the audience must be able to see each step clearly.

Planning for Demonstrations in the Club Program

Demonstrations should be used to make the 4-H club program more effective. Early in the season, plans should be made to include both individual and team demonstrations in the program of work of every local club. Every club should have some demonstrations during the club year. In all clubs it is desirable that each club member be encouraged to demonstrate at the club meetings at least once during the year. This experience locally prepares the way for public presentations and contests. When a demonstrator is selected to represent the club in a county contest it may be necessary to change the demonstration or even select a new subject in order that each step can be seen easily by a group larger than the local club.

A Definite Plan

After the club member has gained some experience through informal demonstrating and a more formal demonstration is desired, a well-organized plan of presentation should be developed. This plan should be worked out by the club member with suggestions from the club leaders and possibly from other club members. The demonstration should not be written by the leader. The following suggestions should be helpful in developing a demonstration:
1. Only a subject within the experience of the club member should be selected.

2. Only one main idea should be developed, which may require from 10 to 30 minutes.

3. The plan should be definitely outlined. It should consist of an introduction, the main body of the demonstration, and a summary.
   a. The introduction should usually be brief and should include the introduction of the demonstrator or demonstrators (if not already introduced), the subject, why the subject was selected, and usually a statement of the main points of the demonstration.
   b. The body of the demonstration should include the showing and explaining of all the necessary steps in the process.
   c. The summary should bring to the attention of the audience the two or three main points in the demonstration.

4. The demonstration team or the individual demonstrator should follow the outline and try out the demonstration step by step, making changes as needs arise. Frequent practice is necessary if the demonstration is to be presented clearly and with ease and speed.

5. Each step should be clearly shown and explained before passing on to the next.

6. The demonstrator should understand and be able to do and explain all the steps in the demonstration.

7. Yells and songs often detract from the demonstration.

8. All material and equipment needed should be listed and arrangements made for providing them. Good posters with large, clear lettering add much to the effectiveness of a demonstration.

9. Demonstrators should be properly dressed for the type of demonstration to be given. Club members should choose the type of clothing that they would wear at home in doing the kind of work being demonstrated. For example, overalls are suitable when working with livestock or soil, while white duck trousers are more often associated with dairy production. For foods demonstrations girls may wear simple cotton dresses or uniforms. Any suitable dress may be worn for other demonstrations. Particularly in foods demonstrations the hair should be fastened back securely and handkerchiefs should not be held in the hand. High-heeled shoes and an excessive amount of jewelry are generally out of place. Uniformity of dress makes the demonstrators appear more team-like.
Outlining the Demonstration

After the subject of demonstration has been determined the next step is to outline the demonstration so that it can be effectively and quickly given. Secure all the reliable up-to-date information possible on the subject. One cannot develop the outline very far before he has at least general information on the subject.

The following examples may serve as guides in outlining the demonstration:

Subject: Using Commercial Patterns

Introduction
Introduce individual or team members.
Tell what demonstration subject is and why chosen—
A. Knowing about patterns means greater success in using them.
State the points to be developed—
A. Studying the directions given with the pattern.
B. Testing the pattern.
C. Laying and cutting by the pattern.

Body of Demonstration
A. Study directions given with pattern—
1. Take measurements to determine size of pattern needed.
2. Check amount of material required for size.
3. Materials most suitable for design.
4. Variations or choices in design.
5. Observe the pictures of pattern pieces.
6. Look for the markings, indicating fold, straight of material, seam and hem allowances, darts, etc.

B. Testing the pattern—
1. Pin pieces together carefully to test half of pattern on teammate (do not go into details of altering) checking width, length, etc.
2. Compare pattern measurements with figure measurements.

C. Laying and cutting by pattern—
1. Lay pattern on material as directed in chart, laying all pieces before cutting. Explain method, such as placing the wide end of pattern on the cut end of the material to save goods, etc.
2. Pin pattern to goods.
3. Cut with long, even strokes, without lifting material from table.
4. Note all marks indicating seam allowances, pleats, gathers, notches, etc.
5. Mark notches with tailor's tacks, chalk or cut notches out instead of in.
6. Fold pattern with goods until ready to baste pleats, darts or join pieces.
Summary of Demonstration

Lay out material for inspection.
Show article made by pattern.
Ask for questions.

Subject: Making a Barrel Waterer for Swine

Introduction

Introduce individual or team members.
Give name of demonstration.
Tell why demonstration subject was selected.
State points to be developed.

A. Inexpensive material.
B. Simple construction.
C. Operation of finished waterer.

Body of Demonstration

A. Inexpensive material.
   1. Used 50-gallon oil barrel.
   2. Used lumber for base.
   3. Brace rods.
   4. Drinking basin.

B. Simple construction.
   1. Show how barrel prepared.
   2. Have lumber for base cut beforehand and nail together.
   3. Show how syphon principle works.
   4. Demonstrate how drinking basin is made and how barrel fits into it.
   5. Attach brace rods.

C. Operation of Finished Waterer.
   Put water in barrel when completed and show actual operation.

Summary of Demonstration

Briefly summarize 3 main points.
Invite inspection of finished product.
Ask for questions.
Close demonstration by thanking audience.

If the demonstration requires two members for effective presentation, then the work and talk should be divided as equally as possible between the two demonstrators; the one who is speaking also doing the "showing" in as far as possible, with the other demonstrator assisting.
### Suggested Plan for Outlining a Team Demonstration

**Subject: Vegetable Cookery**

<table>
<thead>
<tr>
<th>DEMONSTRATOR I</th>
<th>DEMONSTRATOR II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce team members. Tell subject of demonstration and why chosen—</td>
<td>Acknowledge introduction and have heat and equipment ready.</td>
</tr>
<tr>
<td>1. Vegetables are valuable foods, because they are good source of: Minerals for bones, teeth, blood. Bulk and</td>
<td>Check supplies.</td>
</tr>
<tr>
<td>roughage to prevent constipation. Vitamins.</td>
<td>Assemble materials on trays.</td>
</tr>
<tr>
<td>2. Vegetables available all year long. Points to develop—</td>
<td></td>
</tr>
<tr>
<td>How to cook vegetables to retain their food value, flavor, color and appearance.</td>
<td></td>
</tr>
</tbody>
</table>

- Demonstrate correct method of cooking mild flavored vegetables—prepare one for cooking and discuss cookery principles:
  - Vegetables are soluble in water.
  - Cook mild flavored vegetables in a little water with lid on.
  - Cook strong flavored ones in large quantity of water with lid off.
  - Cook vegetables in as short a time as possible.
  - Vegetables need careful seasoning.
  - Vegetables having a larger amount of water may be baked.
  - Pare vegetables thinly.

- Assist by arranging materials and watching the food cooking.

- Demonstrate correct method of cooking strong flavored vegetables—(may prepare 5 min. cabbage).

- Explain any principle not completed by teammate.

- Explain how to preserve color in vegetables.

- Assist teammate.

- Show charts.

- Arrange materials needed.
<table>
<thead>
<tr>
<th>DEMONSTRATOR I</th>
<th>DEMONSTRATOR II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist teammate.</td>
<td>Explain the value of vegetables in the diet, mentioning special values of—raw, green, leafy vegetables furnish more vitamins and minerals; yellow vegetables furnish vitamins; bulk and roughage needed for good digestion.</td>
</tr>
<tr>
<td>Watch food while cooking.</td>
<td>Vegetables should be seasoned and served attractively: Bread crumbs help in preparing vegetable dishes. Creamed vegetables have increased value.</td>
</tr>
<tr>
<td>Clear supplies away.</td>
<td>Use the liquid from canned or cooked vegetables.</td>
</tr>
<tr>
<td>Show charts.</td>
<td>Prepare finished products for inspection and sampling.</td>
</tr>
<tr>
<td>Summarize important points.</td>
<td>Clear supplies away.</td>
</tr>
<tr>
<td>Show finished products.</td>
<td>Assist answering questions.</td>
</tr>
<tr>
<td>Ask for questions.</td>
<td></td>
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</tbody>
</table>
**DEMONSTRATIONS AND AGRICULTURAL JUDGING**

**Subject: Selecting Adapted Corn Varieties**

<table>
<thead>
<tr>
<th>DEMONSTRATOR I</th>
<th>DEMONSTRATOR II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce partner and self. Give name of demonstration and reason for selecting.</td>
<td>Acknowledge introduction by smile and nod of head.</td>
</tr>
</tbody>
</table>
| Main points to be developed—  
1. Importance of adapted seed.  
2. Importance of corn in Montana.  
3. Selection of adapted seed. | Display poster showing name of demonstration, team members, club and county. |
| Tell briefly history and importance of corn in state, and need of expansion. | Show poster with three main points. |
| Assist by:  
- Showing exhibit of classes.  
- Showing exhibit of varieties.  
- Showing ears that demonstrate variety of color, shape and immaturity in ear and kernel. | Get corn and materials ready for partner. |
| Call attention to development in hybrid corn, increased yields, etc.  
Tell of value for Montana, source of seed, etc. | Emphasize need of seed selection.  
- Explain 3 classes; Dent; Semi-Dent, and Flint.  
- Varieties in each class.  
- Explain types adapted to different sections of state—length of growing season, etc. |
| Assist by:  
- Shelling corn from cob to show size of cob and kernel from both good and poor types. Show a mounted exhibit of same. | Assist teammate.  
- Show chart on how hybrid corn developed.  
- Exhibit ears showing progressive stages of development. |
| Summarize 3 points.  
Ask for questions.  
Close demonstration and thank audience for attention. | Replace equipment and clean table.  
Display chart of points for summary.  
Alternate with partner in answering questions. |
Equipment

Tables for demonstration and supplies, thumb tacks or rack to display charts. Charts showing name of demonstration, members and county, exhibit of Dent, Flint and Semi-dent classes, exhibit of hybrids, chart illustrating hybrid breeding, ears to illustrate good and poor types, immaturity, mixtures, colors, ears to shell, etc. State map showing distribution by areas.

Demonstrators should have a list of all equipment and materials and check it just before the demonstration is given to see that nothing is missing.

Ears may be mounted on stiff building board by sawing them in two lengthwise and then fastening them flat side to the board by wire or heavy twine.

References

Literature in 4-H corn outfit.
M. S. C. bulletin “Corn Production in Montana.”
“Hybrid Corn” Montana Farmer, February 1, 1939.
Seed supply houses.

Introduction of Demonstration

Sometimes the demonstrator is introduced by the chairman of the meeting. In such cases the demonstrator need not introduce himself when he starts his demonstration. A statement giving the experience the demonstrator has had with the subject to be presented may be included in the introduction.

Often a good method of getting the immediate interest of the audience in the demonstration is to state how the subject selected relates to themselves and their community. For example, if a group of farmers can be shown that the average corn production for their county having similar soil and amount of rainfall, and that the adjoining county carried on an extensive seed corn testing project which was credited for the increased yield, then the group is likely to be more receptive to the demonstration.
Body of Demonstration

It is in the body of the demonstration that the one practice or idea being demonstrated should be clearly and logically developed. Club members should strive to give a real demonstration and not just a lecture. Following the prepared outline each step should be explained carefully, being sure that the audience not only hears the explanation but also sees each operation as it is performed.

The following suggestions should be studied carefully and adhered to in working out the demonstration:

1. The subject should be one that can be demonstrated in 10 to 35 minutes. A clear, concise demonstration usually is more effective in teaching and holds the attention of an audience better than one that is lengthy. Short demonstrations are especially suitable for club meetings while longer demonstrations may be given in county and state meetings.

2. The subject chosen should include only one idea which can be developed thoroughly. In a team demonstration, the subject should lend itself to unified effort.

3. Show each step in logical order. The explanation or discussion should relate directly to the step as it is shown.

4. In a team demonstration each member should take the lead in the demonstration at regularly specified intervals, depending on the work to be done. When one member has the part of speaking and demonstrating, the other member should quietly assist. The change from one member's lead to the other's should be made naturally and at logical points. This shows good team work. It is not necessary to announce a change in speakers such as "My partner will continue," but rather, one speaker stops and the other starts. The member who has the helping part should be very careful not to attract the attention of the audience from the member who is taking the lead. Generally the team member who is explaining a process should also do the handling. The work should be planned so that the helper does not stand or sit idle for a long period of time.

5. In a public demonstration where time is an element, or the process is complicated, various stages of the process may need to be prepared previously and presented at the logical places in the demonstration. Even though in some demonstrations the entire manipulations are not done before the audience, each step should be explained clearly. If the demonstration is being given before the club rather than a public group all steps in the process should be shown in detail.
6. Neither the demonstrator nor any of the equipment should ever obstruct the view of the audience. In a team demonstration the equipment and materials should be so arranged on the table that it will be unnecessary for either demonstrator to reach in front of the other. It is preferable usually to have supplies on table in rear, for assistant to bring forward as needed. Using trays to carry the supplies to be used, particularly food supplies, and also removing them, gives smoothness and efficiency.

7. The table on which the equipment is to be used should be as near the front of the stage as possible; or, as near the audience as possible if there is no stage. Keep the working space clear so that the audience can see each step.

8. The demonstrator should look at the audience while speaking, use good English, and be enthusiastic in his work. He should speak clearly and loudly enough for the group to hear and in a conversational tone. A too constant flow of speech is tiring to the audience. A pause occasionally can be effective. However, if the demonstrator remains silent too long, the audience will lose interest. Work neatly, skillfully, and quickly and make every move count.

9. Demonstrations should not be memorized. The demonstrators should give the information in their own words, and should have their subject matter so well in mind that it is not necessary to refer to notes.

10. Demonstrators do not recommend or show preference for any particular make or brand of article.

11. Often illustrative material such as posters, charts, etc., help to emphasize some of the main points in the demonstration. The printing on any chart should be large enough for the entire audience to see. Any such material should not be visible to the audience until the demonstrator is ready to use it. Avoid showing too many charts at one time, as they become confusing.

12. Teammates should call each other by first name rather than “teammate” or “partner.”

13. It is very ineffective to enumerate at the beginning of the demonstration the different pieces of equipment; any comments should be made on equipment as it is used. It is also ineffective to read a recipe or formula unless it is on a chart so that the audience can see.

14. Quote some reliable authority, such as good bulletins or your State college, for statements that may need supplementing.
Summary of Demonstration

Briefly summarize the demonstration in such a way that the audience will know that you firmly believe in the thing you have demonstrated. Bring to the attention of the audience the 2 or 3 main points that you want them to remember. It is inadvisable to ask an audience to remember as many as 6 or 8 main points.

In the summary the demonstrator should again briefly call to the attention of the audience how the demonstration can be of value to them. Invite inspection of finished products or materials used and made.

The demonstrator is then ready to announce that the demonstration is completed and that he will be glad to try to answer any questions pertaining to the demonstration. When a question is asked and there is a possibility of anyone in the audience not hearing or understanding the question, it should be repeated and then answered or so answered that the audience will know the nature of the question. Logically, in a team demonstration, each member should answer the questions related to that phase of work which he or she demonstrated. However, each member should be prepared to answer all questions concerning the demonstration. Questions should be answered graciously and willingly. If the answer to the question is not known, the person should be referred to a proper source of information, if such a source is known. When no more questions are asked, the audience should be thanked for their attention and the demonstrator should retire.

In selecting a demonstration to represent the club in county competition some leaders have the club members vote on the one, from among those given during the year, that will best represent their club. Other leaders have the club score each demonstration that is given and the high scoring one represents the club. Some clubs have a demonstration day and invite an individual or a committee to judge the demonstrations.

Success in demonstration, as in most other things comes from practice. Many club members can benefit greatly from short informal demonstrations given in their club meetings as well as from ones given in public. Let's do more demonstrating.
DO'S AND DON'TS IN DEMONSTRATING

1. Select one main idea or practice to be demonstrated.
2. The subject selected should be within the experience of the demonstrator.
3. Strive to give a real demonstration rather than just a lecture.
4. It is objectionable to memorize the demonstration word for word.
5. Demonstrations should not be given in too hurried a manner.
6. A too constant flow of speech is tiring to the audience. A pause occasionally can be effective. It may give the audience time to consider the value of the point.
7. Demonstrators should talk directly to the audience rather than to the table or out the window.
10. Let the audience SEE plainly EVERY STEP of the demonstration.
11. Keep the working space clear and neat—do not work behind equipment.
12. If a team demonstration, each member should call the other by the first name rather than "teammate" or "partner."
13. The talking should be shifted from one demonstrator to the other in a very informal manner.
14. An affected or disinterested manner on the part of the demonstrator is objectionable.
15. It is very ineffective merely to read a recipe or formula—have a chart.
16. Display charts only when they are ready to be used.
17. Charts, if used, should be printed—not written.
18. In answering questions, imply the question in the answer occasionally rather than ALWAYS repeating the question word for word.
Score Card for 4-H Club Demonstrations

The following score card may be used for comparative as well as detailed placings. Copies may be secured from the county extension or state 4-H club office.

<table>
<thead>
<tr>
<th>Perfect Score</th>
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<tbody>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

A. Subject Matter

1. Importance and relation to home, farm or community ................................................. 10
2. Accuracy ......................................................................................................................... 5
3. Completeness .................................................................................................................. 5
4. Clearness and definiteness of statements........................................................................ 5
5. Replies to practical questions ......................................................................................... 5

B. Preparation

1. Preparation, arrangement, and use of material ................................................................. 5
2. Organization and division of work and subject matter ...................................................... 7½
3. Appearance, poise and conduct of team ............................................................................. 5

C. Skill or Presentation

1. Ease in procedure and efficiency or skill in manipulation of equipment and materials..... 5
2. Neatness and dispatch ....................................................................................................... 5
3. Correct methods ............................................................................................................... 5
4. Ease and force of delivery ............................................................................................... 5
5. Effectiveness of personality ......................................................................................... 5

D. Results

1. All processes made clear ................................................................................................. 5
2. Effect upon audience ......................................................................................................... 5
3. Quality of work done or finished product ......................................................................... 5

E. Practicability

1. Adapted to project ........................................................................................................... 5
2. How well does it teach ...................................................................................................... 5
3. Teaches good practices .................................................................................................. 2½

Total Score ......................................................................................................................... 100
Be a good sport, whether winning or losing. Remember that after all there are two kinds of winners:
1. Those who can work hard, take the prize and not brag.
2. The loser who stays by, fights to the finish, and smiles.

"Some strive so hard a prize to win,
   They lose sight of the goal,
And fail at every turn to learn
   That merit seeks no toll;
For mere regard we ne'er should yearn
   But serve with heart and soul."
4-H Club Judging

One of the primary objects of 4-H club work is to instill in boys and girls a correct sense of values and standards, and to develop their judgment and discrimination. The aim is to train them to recognize, appreciate and develop high quality products, both in agriculture and home economics. There is no better way to develop these qualities in boys and girls than through continuous experience in judging.

How Judging is Developed

Score cards which give the numerical and relative value of each point should be used for the judging, until club members become thoroughly familiar with the terms and meanings given on the score card. After the club member has had sufficient experience in using score cards, the placing card can be used, which gives only the main points of comparison.

Judging teams should be an outgrowth of the scoring work conducted at regular club meetings. First, be sure that the club members have had the points on the score card clearly explained and illustrated, before they are expected to do any scoring. All club members must learn to judge by the use of score cards, before they can successfully use placing cards. An illustration of the difference between the two is given on the following page.

In Montana, two club members constitute a home economics judging team, and three club members constitute an agricultural judging team. They work independently at a contest, but their scores are added together to determine the standing of the team.

A tryout may be conducted to select a team to represent the club in any contest, where all members can not participate. Another method is for the leader to keep the scores of the members over a period of time, through a series of judging at regular club meetings, to determine which club members have consistently judged well. The two club members having the highest rating over this period of time will then represent the club at county contests.
Bread, Rolls, and Quick Bread—Score Card

<table>
<thead>
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<th>Appearance</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Size</td>
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<td>9</td>
</tr>
<tr>
<td>Shape</td>
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<tr>
<td>Crust</td>
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<tr>
<td>Color</td>
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<td>Moisture</td>
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<thead>
<tr>
<th>Flavor</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</table>

TOTAL SCORE 100

Bread, Rolls, and Quick Breads—Placing Card

Class

Points in Placing Class 1st 2nd 3rd 4th Score

Placing on Points

Appearance

Crumb

Flavor

Total Score

Average Score (divide by 3)

Final Placing of Class

Score on Placing of Class

1st 2nd 3rd 4th

Final Score
How to Conduct a Judging Contest

When your club is ready to use placing cards, and ready to conduct a regular contest, secure the judging cards from your county extension agent or prepare copies as given in this bulletin. These placing cards are the official ones used in county and state contests. Placing cards, with an explanation of the points and the numerical value for scoring, for the more important agricultural or home economics products are included in this bulletin.

Proceed in conducting your contest as follows:

1. Secure judging cards and pencils for all contestants.
2. Secure classes to be judged. A class consists of four articles or products of the same variety, but varying in quality. Identify articles in the class A—B—C—D.
3. Secure a judge or judges for placing the classes.
4. Secure names and addresses of contestants and assign each contestant a number which will be used on the cards throughout the contest instead of individual names.
5. Explain any rules or regulations governing the contest. Ten minutes are usually allowed for the placing of each class. All contestants work independently.
6. Give warning three minutes before time period for judging a class is up.
7. The cards are turned face down on the table when the judging of the class is finished, or given to one in charge of the contest.
8. All cards representing one class should be placed in an envelope, together with the judge's card, and the envelope marked accordingly.
9. Cards are then scored by the tabulating committee.
10. All cards and scores must be rechecked before any announcements are made.

How to Score Placing Cards

In scoring judging cards use the Standard for Grading Placings on following page.

Example: In judging a class of dresses, the judge placed the point “materials used” A C D B. Mary placed it D A C B. The one scoring the card would turn to the “key” and find the column labeled ACDB (the judge’s placing). In this column find the numerical value of the club member’s placing—DACB, which you would find to be “70.” Write this in the space headed “score.” This procedure continues for the remainder of the placings.

The scores on all the “Points in Placing Class” are added up, and divided by the number of points, to secure the Average Score. This Average Score is added to the Score on Placing of Class and the total is the Final Score. The perfect final score is 200.
### STANDARD FOR GRADING PLACINGS

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### Explanation of Points

**General Appearance—26 Points**
- Form—straight top line and underline, deep, broad, low, medium length, symmetrical, compact, standing squarely on legs ........................................ 10
- Quality—bone of firm texture; fine skin, silky hair; mellow touch ........................................ 8
- Condition—thick, even covering of firm flesh, especially in regions of valuable cuts ........... 8

**Head and Neck—8 Points**
- Muzzle—good size, lips thin; nostrils large and well apart; jaws wide .................................... 1
- Face—short, broad, profile straight .................................................................................... 1
- Forehead—broad ....................................................................................................................... 1
- Eyes—large, full, clear, bright .................................................................................................. 1
- Ears—well carried, fine, medium size ..................................................................................... 1
- Neck—thick, short; throat clean, dewlap slight ................................................................. 3

**Forequarters—12 Points**
- Shoulder vein—full, smooth .................................................................................................... 3
- Shoulders—smoothly covered with firm flesh, compact ......................................................... 5
- Brisket—broad, full; breast wide ............................................................................................. 2
- Legs—straight, short, strong, wide apart, forearm full; shank fine; feet sound ............... 2

**Body—32 Points**
- Chest—deep, broad; girth large, foreflank full .................................................................... 4
- Crops—full, thick, even with shoulders ................................................................................. 5
- Back—broad, straight, medium length; thickly, evenly and firmly fleshed ...................... 7
- Ribs—deep, well sprung, closely set, thickly meated .......................................................... 7
- Loins—broad, straight, thickly, evenly and firmly fleshed .................................................. 7
- Flanks—full, low ..................................................................................................................... 2

**Hindquarters—22 Points**
- Hips—smoothly covered, proportionate width ................................................................. 2
- Rump—long, level; width well carried back, thickly evenly and firmly fleshed .............. 4
- Pin bones—wide apart, not prominent ..................................................................................... 1
- Tail—fine, tapering, medium length ...................................................................................... 1
- Thighs—deep, wide, well fleshed ............................................................................................. 5
- Twist—deep, broad, well filled ............................................................................................... 6
- Legs—straight, short, strong, shank smooth, feet sound .................................................... 5

Total........................................100
### Hog Judging

#### Class: ____________________________  No. _____________

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</tbody>
</table>

**Explanation of Points**

**General Appearance**—26 Points
- Weight—estimated. lbs., actual. lbs., score according to age. 6
- Form—arched back, straight underline; deep, broad, medium length, symmetrical, compact, standing squarely on legs. 8
- Quality—bone of firm texture, fine skin, silky hair, clearly defined features and joints; mellow touch 6
- Condition—thick, even, covering of firm flesh, especially in regions of valuable cuts; indicating finish; light in offal. 6

**Head and Neck**—8 Points
- Snout—short, not coarse 1
- Face—short, broad, cheeks full 1
- Eyes—large, full, clear, bright, wide apart, not obscured by wrinkles 1
- Forehead—broad 1
- Ears—well carried, fine, medium size 1
- Jowl—full, firm, broad, neat 1
- Neck—thick, medium length, somewhat arched, neatly joined to shoulders 2

**Forequarters**—10 Points
- Shoulders—broad, deep, full, compact, covered with firm flesh 6
- Breast—wide, deep, breast bone advanced 2
- Legs—straight, strong, wide apart, pasterns short and strong, feet strong 2

**Body**—33 Points
- Chest—deep, broad, girth large, foreflank full 4
- Back—broad, slightly arched, medium length, thickly, evenly and firmly fleshed 8
- Sides—deep, medium length, closely ribbed, thickly, evenly and firmly fleshed 8
- Loin—broad, strong, medium length, thickly, evenly and firmly fleshed 8
- Belly—straight, proportionate width, firmly fleshed 3
- Flanks—full, low 2

**Hindquarters**—23 Points
- Hips—smoothly covered, proportionate width 3
- Rump—long, rounding slightly from loin to root of tail, width well carried back, thickly evenly and firmly fleshed 8
- Hams—deep, wide, thickly, evenly and firmly fleshed 10
- Legs—straight, strong; pasterns short and strong, feet strong 2

**Total** 100
Sheep Judging

Class Placement on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>Value</th>
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<tr>
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Total Score

Average Score (Divide by 6)

Score on Points

Final Placing of Class

<table>
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</thead>
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</tbody>
</table>

General Appearance—28 Points

Form—straight top and underline; deep, broad, low, medium length, symmetrical, compact, standing squarely.................................................................................................................. 9
Quality—bone of firm texture; fine skin................................................................. 7
Condition—healthy, thick, firm and smooth flesh.................................................... 4
Style—active, graceful carriage.................................................................................. 1
Temperament—male: aggressive but not vicious; female: quiet, docile.................... 1
Sexuality....................................................................................................................... 6

Head and Neck—8 Points

Muzzle—broad, nostrils large and well apart.............................................................. 2
Face—short, broad, profile straight............................................................................ 1
Eyes—large, full, clear, bright.................................................................................. 1
Forehead—broad............................................................................................................. 1
Ears—well carried, fine, medium size......................................................................... 1
Neck—thick, short, throat clean.................................................................................. 3

Forequarters—10 Points

Shoulder veins—smooth, full......................................................................................... 1
Shoulders—smoothly covered with firm flesh, compact............................................ 4
Brisket—broad, full, breast wide................................................................................ 2
Legs—straight, short, strong, wide apart; forearm full, Shank fine, feet sound........ 3

Body—22 Points

Chest—deep, broad, girth large, foreflank full......................................................... 5
Back—broad, straight, medium length; thickly fleshed............................................. 5
Ribs—deep, well sprung; closely set............................................................................ 5
Loin—broad, straight, thickly, evenly fleshed............................................................ 5
Flanks—medium, full, low............................................................................................ 4

Hindquarters—15 Points

Hips—smoothly covered, proportionate width......................................................... 2
Rump—long, level, width well carried back............................................................... 4
Thighs—deep, wide, well fleshed................................................................................. 3
Twist—deep, broad, well filled................................................................................... 4
Legs—straight, short, strong, Shank smooth; feet sound......................................... 3

Fleece and Skin—15 Points

Quality of wool—long, dense, even, well distributed.............................................. 4
Quality of wool—fine, soft, pure, even, crimpy close and uniform.......................... 4
Skin—pink, color, clear.............................................................................................. 4
Condition of wool—bright, strong, clean, yolk abundant......................................... 8

Total........................................ 106
### Dairy Cattle Judging

Class: ___________________________ No: ____________

#### Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>Value</th>
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<td>Feed Capacity</td>
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<tr>
<td>Dairy Temperament</td>
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<tr>
<td>Mammary System</td>
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#### Final Placing of Class

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<tr>
<th>Score on Placing of Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Final Score</th>
</tr>
</thead>
</table>

#### Explanation of Points

**Form—10 Points**
A good dairy cow is lean and angular; long and thin in neck, rather sharp over withers, narrow and thin through the crops, deep in body and moderately short legs; straight back and long straight wide rump; pin bones wide apart and nearly level with hooks.

**Quality—5 Points**
Clean cut features of head; small, clean bones, pliable skin and fine silky hair.

**Constitution and Vigor—10 Points**
Deep wide chest, good width between eyes, large muzzle with large open nostrils; general appearance denoting good physical condition.

**Feed Capacity—20 Points**
Capacity to consume large amounts of feed indicated by length, depth and width of barrel.

**Dairy Temperament—20 Points**
Tendency to convert feed into milk indicated by leanness, angularity and absence of excess body fat, especially over withers and back, through thighs, brisket and neck.

**Mammary System—35 Points**
Udder large and capacious, well attached to the body, extending well up behind and far forward, not pendulous, sound, and with uniform quarters, teats of such size and so placed as to be convenient for milking.
Poultry
Egg Production Judging

Class........................................................................................................ No.

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
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<tr>
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Total Score

Average Score (Divide by 5)

Final Placing of Class

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<th>1st</th>
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</table>

Score on Placing of Class

Final Score

Explanation of Points

Constitution and Vigor—25 Points
Head blocky; beak well curved; eyes bright, not sunken; well fleshed over breast bone with no surplus fat; no symptoms such as swollen heads, nostril discharge, thinness, limping, listless, eye, bumble foot, etc.

Body Conformation—25 Points
Wide back carried through entire length; body deep at back with wide floor well carried out; hock joints wide apart. Discount birds with especially long legs that show too much daylight underneath.

Quality—15 Points
Thin, pliable pelvic bones (dual purpose and meat birds slightly heavier than Mediterranean breeds but still pliable); pliable abdomen with velvety texture; back of shanks pliable; no surplus flesh about face and eyes; wattles well tucked up; general pliability of entire body.

Indications of Past Production—25 Points
Yellow-skinned breeds—Bleaching indicates length of production. Vent bleaches after about 2 weeks of laying; eye ring, about 3 weeks; (ear lobe 3 weeks in white egg breeds); beak, 4 to 6 weeks; shanks, 6 to 12. Feathers of continuous layers lack oil. Early molting usually indicates short laying cycles.

Temperament—10 Points
Good layers not excitable or nervous; stand easily in strange quarters; quiet when handled and have happy disposition.
## Crops

### Corn Judging

Class........................................................................................................................................... No..............................

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
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Total Score

Average Score (Divide by 4)

**Final Placing of Class**

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<tbody>
<tr>
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<tr>
<td>Final Score</td>
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</tbody>
</table>

### Explanation of Points

**Uniformity of Ear—40 Points**
Shape—Ears should be cylindrical or only slightly tapering.
Length—Medium length for the variety.
Size—All ears in the sample should have the same circumference.

**Uniformity of Kernel—40 Points**
Shape—Kernel should be wide for the thickness and should carry its width well to the tip.
Size and Shape of Germ—The germ should be large and carry from the top of the kernel down to the tip. It should be free from wrinkles and bright.

**Maturity—10 Points**
Immature ears give when the ear is twisted. Immature kernels will have wrinkles on side and shriveled germs. Look for frost damage on butt of ears.

**Purity—10 Points**
All cobs should be the same color. Impurities in yellow kernel show on top of the kernel: in white corn along the side of the kernel.
Small Grain Judging

Class........................................................................................................... No.  

Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>Value</th>
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<tbody>
<tr>
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<tr>
<td>Soundness</td>
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Total Score

Average Score (Divide by 4)

Final Placing of Class

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<tr>
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Final Score

Explanation of Points

Uniformity—20 Points
1. Size and shape of kernels should be uniform.
2. When variety characteristics are not known, judge by using predominant size, shape and color as a basis.
3. Color should be characteristic of the class of grain being judged.

Freedom From Foreign Matter—20 Points
1. Foreign matter includes everything which does not belong to the class of grain being judged.
2. Weed seeds of any kind are very objectionable.
3. Foreign grains or crop mixtures will discount the value of the sample.
4. Inert matter such as straw, chaff, sticks and dirt reduce the value of the sample.
5. The discounts given for foreign matter noted above rank in the order named—weeds, foreign grain and inert matter.

Soundness—40 Points
1. Grain should be relatively large and plump, with good color and vitality.
2. Grain should not be damp, bleached, frosted, smutty, musty, mouldy, sprouted, shriveled, or insect damaged.
3. Discolored grain should not be discounted as badly as damaged grain.
4. Smutliness is indicated by masses of smut spores or by smell.

Weight Per Bushel—20 Points
1. Plump, well developed grain of medium size indicates a high weight per bushel.
2. Shriveled, shrunk kernels indicate a low test weight.
3. Mouldiness, sprouted kernels and inert matter will lower the weight per bushel.
4. In oats, thin, close fitting, short hulls without awns indicate high test weight.
5. Wheat weighs 60 pounds, oats 82 pounds (clipped 35 pounds) and barley 48 pounds per bushel.
### Vegetable Judging

#### Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
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<tbody>
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**Total Score**

**Average Score (Divide by 5)**

**Final Placing of Class**

<table>
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<tbody>
<tr>
<td>1st</td>
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</table>

**Final Score**

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### Explanation of Points

**Condition of Exhibit—20 Points**

Good condition is indicated by having each vegetable free from dirt, decay, disease, mechanical or insect injury and evidence of wilted condition.

**Quality—20 Points**

Specimens should be mature, solid, tender and crisp, with good flavor. The large variety of vegetables makes it necessary to study the different characteristics of each in order to judge the quality properly.

**Size—20 Points**

Medium sized products usually best. Overly large indicates coarseness and poor quality. Undersize may be a result of disease or immaturity.

**Variatel Type—20 Points**

All specimens in exhibit of same variety, as indicated by color, shape, markings and other characteristics.

**Uniformity—20 Points.**

All specimens in exhibit as nearly alike as possible in color, size, shape, quality and condition.