Demonstrations and Home Economics Judging in Montana 4-H Clubs
CONTENTS

1. Let’s Demonstrate ................................................................. 3
2. First Steps in Demonstrating ................................................. 3
3. Selecting Subjects for Demonstrations ..................................... 4
4. Planning for Demonstrations in the Club Program ...................... 5
5. A Definite Plan ........................................................................ 5
6. Outlining the Demonstration .................................................... 6
7. Suggested Plan for Outlining a Team Demonstration ................. 9
8. Introduction of Demonstration .................................................. 11
9. Body of Demonstration ............................................................ 11
10. Summary of Demonstration ..................................................... 14
11. Do’s and Don’ts in Demonstrating ............................................. 15
12. Score Card for 4-H Club Demonstrations ............................... 16
13. 4-H Club Judging .................................................................... 17
14. How Judging is Developed ...................................................... 17
15. How to Conduct a Judging Contest ......................................... 19
16. How to Score Placing Cards ..................................................... 19
17. Standard for Grading Placings ................................................ 20
18. Home Economics Judging Cards and Points in Judging ............ 22
   A. Baked Foods ....................................................................... 22
   B. Canned Foods .................................................................... 26
   C. Clothing ............................................................................. 28
   D. Room Improvement ............................................................. 32

Prepared by Pauline Bunting and R. E. Cameron, State
Club Leaders, and Extension Specialists.

Montana Extension Service in Agriculture and Home Economics, J. C. Taylor director.
Montana State College and United States Department of Agriculture cooperating.

\[\text{Published 4M-4-45} \]
Demonstrations and Home Economics 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.

Oftentimes, it is desirable to have the club member show only one simple process, such as a clothing member showing 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 giving the complete demonstration—"Fitting the Calf for
Showing.” 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 suggests 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. Select a subject within the experience of the club member.
2. Develop one main idea, which may require from 10 to 30 minutes.
3. Outline a definite plan. It consists of an introduction, the main body of the demonstration, and a summary.
   a. The **introduction** should usually be brief and includes 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 shows and explains all the necessary steps in the process.
   c. The **summary** briefly brings to the attention of the audience the two or three main points of 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 presented.
to be presented clearly and with ease and speed.
5. Show and explain each step clearly 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 food 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. Material in government publications is reliable. Be on the lookout for everything new from other sources. Get as much personal experience in the subject matter as possible. Get suggestions from experienced people.

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

Subject: Making Baking Powder Biscuits

Introduction

Introduce individual or team members
Tell what demonstration subject is and why chosen—
   A. One of the basic seven groups of food needed in the daily diet for good nutrition in cereals. Biscuits made of enriched flour are a wholesome food.
State the points to be developed—
   A. Method of mixing biscuits
   B. Variations of biscuits
   C. Judging the quality of biscuits
Body of Demonstration

A. Method of mixing biscuits—
   1. Select good ingredients
   2. Measure accurate amounts
   3. Sift dry ingredients
   4. Cut or work in the fat with the flour mixture
   5. Mix liquid and dry ingredients
   6. Bake in a hot oven

B. Variations
   1. Sour milk may replace sweet milk
   2. Whole wheat flour may be substituted
   3. Cheese, orange rind, nuts, peanut butter, cinnamon, etc. may be added
   4. Shortcake contains more fat and a little sugar

C. Judging biscuits
   Explain points on the score card and show biscuits to illustrate good and poor products.

Summary
   Review important points of demonstration
   Show finished biscuits
   Ask for questions

Subject: Construction and Use of a Rotary Knife Seed Potato Cutter

Introduction
   State your name and give a brief statement about your club, leader and your experience.
   Give name of demonstration
   Tell why this demonstration was selected:
   Potatoes are an important crop in Montana. Give annual acreage, yield and other evidence of importance.
   Potatoes are grown in many gardens and small lots.
   The selection, care, treatment and cutting of seed is often neglected.
   Potatoes are important in the war food program.

Sources of information:
   Horticulture Department, Montana State College
   E. E. Isaac, Extension Horticulturist
   Farmers' Bulletin No. 1064
   Montana Agricultural Experiment Station Circular 161
   Montana Experiment Station Bulletin 386

Points to be developed:
   1. The equipment is inexpensive.
   2. The construction is simple.
   3. The cutter is easy to operate.
Body of Demonstration

1. The equipment is inexpensive.
   - Pine board 1'x3'x1", with a slot for knife cut 10" long and 1/4" wide
   - Knife of 8" stainless steel disc, with sharpened edge.
   - A two gallon crock for disinfectant
   - Disinfectant
   - Clean sacks or containers

2. The construction is simple.
   - Show how knife is attached to the board.
   - Mix and put disinfectant in crock.
   - Show how disinfectant crock is placed to allow knife to rotate through it.

3. The cutter is easy to operate.
   - Place board on box and hold in place by nailing it to the box or by sitting on it.
   - Rotate knife through liquid.
   - Cut 8 or 10 potatoes to demonstrate operation.

Summary

Give a brief summary of the three main points.
Invite inspection of the cutter after the demonstration.
Ask for questions.
Close the demonstration and thank audience for attention.

Materials needed

1. Unassembled Rotary Knife Potato Seed Cutter
   - Board
   - Knife
   - Disinfectant crock

2. 10 to 12 potatoes of assorted sizes

3. Substantial box

4. Two buckets or baskets

5. Two gallons of water

6. Small bottle of corrosive sublimate
### Suggested Plan for Outlining a Team Demonstration

<table>
<thead>
<tr>
<th>Demonstrator I</th>
<th>Demonstrator II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce</strong> team members and tell what club you represent. Tell what you will demonstrate. Give main reasons for choosing the subject and tell why it is worthwhile and important, such as economy, value to health, and the use club has made of the practice. State points to be developed. Announce the first step which No. 2 will demonstrate.</td>
<td>Smile when you are introduced. See that equipment and all supplies are in order.</td>
</tr>
<tr>
<td>Assist. Furnish demonstrator with all equipment and supplies needed. Help display products or materials.</td>
<td>Demonstrate the first processes, working and explaining at the same time. Show and explain every step of the work, tell WHY you do each thing. Announce next step.</td>
</tr>
<tr>
<td>Demonstrate the remainder of the process. Almost every demonstration can be divided about in the middle of the work part, so that members may take turns with the talking-working part.</td>
<td>Assist. Take away used equipment and help in any way needed.</td>
</tr>
<tr>
<td>Assist. Gather all materials and equipment in neat order ready to leave platform. Assist in showing finished product. Assist in answering questions.</td>
<td><strong>Summarize</strong> the important parts of the process and the results. Show the finished product. Ask audience for questions. Thank audience for their attention.</td>
</tr>
</tbody>
</table>
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 roughage to prevent constipation. Vitamins.</td>
<td>Check supplies.</td>
</tr>
<tr>
<td>2. Vegetables available all year long.</td>
<td>Assemble materials on trays.</td>
</tr>
<tr>
<td>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>

- Assist teammate.
- Show charts.
- Arrange materials needed.

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.

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 by arranging materials and watching the food cook.
DEMONSTRATIONS AND HOME ECONOMICS JUDGING

(Continued)

<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:</td>
</tr>
<tr>
<td>Clear supplies away.</td>
<td>Bread crumbs help in preparing vegetable dishes.</td>
</tr>
<tr>
<td>Show charts.</td>
<td>Creamed vegetables have increased value.</td>
</tr>
<tr>
<td></td>
<td>Use the liquid from canned or cooked vegetables.</td>
</tr>
<tr>
<td>Summarize important points.</td>
<td>Prepare finished products for inspection and sampling.</td>
</tr>
<tr>
<td>Show finished products.</td>
<td>Clear supplies away.</td>
</tr>
<tr>
<td>Ask for questions.</td>
<td>Assist answering questions.</td>
</tr>
</tbody>
</table>

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.

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 are shown that their average corn production is low, and the yield in the adjoining county, where extensive seed corn testing has been done, is high, then the group is likely to be more interested in 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 30 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. Start working, then fill in explanation for each step. Tell what is being done, how it is being done why this method is used, then if this phase of the demonstration is not completed, tell something about the material or equipment used.

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 "Tom will now show you -- ". 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. Keep explanation impersonal. Avoid saying you add the salt, or use your hammer to drive the nail.

6. 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. Be sure to show the finished result.

7. 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 the 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.

8. 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.

9. 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.

10. 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.

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

12. 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 audience to read. 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.

13. Teammates should call each other by first name rather than "teammate" or "partner."

14. It is 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.

15. Quote some reliable authority, such as bulletins from the 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 attempt to answer 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 demonstrators 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.
9. The person telling how should also show how.
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.

Score Card for Home Economics Demonstrations

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

1. **Arrangement of demonstration materials** ........................................ 10
   (a) Materials arranged by team ........................................ 5
   (b) Supplies well organized ........................................ 5

2. **Appearance of team or individual** ........................................ 5
   (a) Clothing suitable for work of demonstration ........... 2
   (b) Uniformity of clothing for a team demonstration 1
   (c) Uniformity of size of members .............................. 2

3. **Introduction** ........................................................................ 15
   (a) Attention of audience gained ........................................ 5
   (b) Importance of subject established ......................... 5
   (c) Objectives clearly outlined ...................................... 5

4. **Presentation** ........................................................................ 20
   (a) Clear delivery ............................................................ 4
   (b) Effective use of materials ........................................ 4
   (c) Manual skill ................................................................. 4
   (d) All processes made clear ........................................ 4
   (e) Attention of audience maintained .......................... 4

5. **Team work*** ......................................................................... 15
   (a) Equal division of subject matter .......................... 5
   (b) Effective cooperation between demonstrator and assistant 10

6. **Subject matter** ...................................................................... 25
   (a) One main idea related to member’s project .......... 2
   (b) Adaptability to need of farm or home ................. 2
   (c) Logical sequence of steps ..................................... 4
   (d) Accurate information given .................................. 5
   (e) Completeness of information ................................. 5
   (f) Concise summarization .......................................... 2
   (g) Satisfactory replies to judge's questions ............ 5

7. **Results** ................................................................................ 10
   (a) Quality of finished product .................................... 5
   (b) Actual products shown ........................................... 5

* Allow 15 on individual demonstration score for “teamwork” credit given to team demonstration.
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 meaning 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, participation in both home economics and agricultural judging contests is now by individuals, rather than teams. Previous to 1945 it was required that entries in any official 4-H agricultural judging contest be composed of three members from a regularly organized club. This rule has been changed. One individual may represent the club—unless rules for a specific contest require three members.

A tryout may be conducted to select the individuals 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 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>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Appearance</strong></td>
<td></td>
<td></td>
<td></td>
<td>.25</td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Shape</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crust</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Crumb</strong></td>
<td></td>
<td></td>
<td></td>
<td>.30</td>
</tr>
<tr>
<td>Color</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lightness</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moisture</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Flavor</strong></td>
<td></td>
<td></td>
<td></td>
<td>.45</td>
</tr>
</tbody>
</table>

**TOTAL SCORE** = .100

### Bread, Rolls, and Quick Breads—Placing Card

**Class**

**Placing on Points**

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crumb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**

**Average Score (divide by 3)**

**Final Placing of Class**

<table>
<thead>
<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>

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 pages.

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.
<table>
<thead>
<tr>
<th>ABCD</th>
<th>ABDC</th>
<th>ADCB</th>
<th>ACBD</th>
<th>ACDB</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABCD-100</td>
<td>ABDC-100</td>
<td>ADCC-100</td>
<td>ACDB-100</td>
<td>ACBD-100</td>
</tr>
<tr>
<td>ABDC-85</td>
<td>ABDC-85</td>
<td>ADCC-85</td>
<td>ACDB-85</td>
<td>ACBD-85</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
<tr>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-85</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
<td>ABCD-70</td>
</tr>
<tr>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
<td>ABCD-55</td>
</tr>
</tbody>
</table>

**Notes:**
- The table represents a standard for grading placings.
- Each line shows a set of placings and their respective scores.
- The placings are indicated with letters (A, B, C, D).
- Scores range from 55 to 100, with some specific placings receiving higher scores.
- The placings are listed in descending order of preference.
- The table is designed to assist in grading and tracking the performance of placings within a specific context or system.
### DEMONSTRATIONS AND HOME ECONOMICS JUDGING

#### STANDARD FOR GRADING PLACEMENTS

<table>
<thead>
<tr>
<th>CAAB</th>
<th>CDA</th>
<th>CBDD</th>
<th>CBDA</th>
<th>CDAB</th>
<th>ODAB</th>
<th>CDAB</th>
<th>ODBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAAB-100</td>
<td>CDA-100</td>
<td>CBDD-100</td>
<td>CBDA-100</td>
<td>CDAB-100</td>
<td>ODBA-100</td>
<td>CDAB-100</td>
<td>ODBA-100</td>
</tr>
<tr>
<td>CBAD-85</td>
<td>CBAD-70</td>
<td>CBAD-55</td>
<td>CBAD-70</td>
<td>CBAD-70</td>
<td>CBAD-55</td>
<td>CBAD-70</td>
<td>CBAD-70</td>
</tr>
<tr>
<td>CBAD-70</td>
<td>CBAD-85</td>
<td>CABD-85</td>
<td>CABD-70</td>
<td>CABD-70</td>
<td>CABD-85</td>
<td>CABD-70</td>
<td>CABD-70</td>
</tr>
<tr>
<td>CBDA-55</td>
<td>CDBA-70</td>
<td>CDBA-70</td>
<td>CDBA-70</td>
<td>CDBA-70</td>
<td>CDBA-70</td>
<td>CDBA-70</td>
<td>CDBA-70</td>
</tr>
<tr>
<td>DCAB-55</td>
<td>DCAB-70</td>
<td>DCAB-40</td>
<td>DCAB-40</td>
<td>DCAB-40</td>
<td>DCAB-40</td>
<td>DCAB-40</td>
<td>DCAB-40</td>
</tr>
<tr>
<td>DABC-100</td>
<td>DABC-100</td>
<td>DBAC-100</td>
<td>DBAC-100</td>
<td>DBAC-100</td>
<td>DBAC-100</td>
<td>DBAC-100</td>
<td>DBAC-100</td>
</tr>
<tr>
<td>DBAC-85</td>
<td>DBAC-70</td>
<td>DBAC-55</td>
<td>DBAC-70</td>
<td>DBAC-70</td>
<td>DBAC-55</td>
<td>DBAC-70</td>
<td>DBAC-70</td>
</tr>
<tr>
<td>DBCA-70</td>
<td>DBCA-55</td>
<td>DBCA-70</td>
<td>DBCA-55</td>
<td>DBCA-70</td>
<td>DBCA-55</td>
<td>DBCA-70</td>
<td>DBCA-55</td>
</tr>
<tr>
<td>DCAB-70</td>
<td>DCAB-85</td>
<td>DCAB-85</td>
<td>DCAB-85</td>
<td>DCAB-85</td>
<td>DCAB-85</td>
<td>DCAB-85</td>
<td>DCAB-85</td>
</tr>
<tr>
<td>DCBA-55</td>
<td>DCBA-70</td>
<td>DCBA-70</td>
<td>DCBA-70</td>
<td>DCBA-70</td>
<td>DCBA-70</td>
<td>DCBA-70</td>
<td>DCBA-70</td>
</tr>
<tr>
<td>BCDA-55</td>
<td>BCDA-40</td>
<td>BCDA-40</td>
<td>BCDA-40</td>
<td>BCDA-40</td>
<td>BCDA-40</td>
<td>BCDA-40</td>
<td>BCDA-40</td>
</tr>
<tr>
<td>BDCA-25</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
</tr>
<tr>
<td>BDCA-55</td>
<td>BDCA-70</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
<td>BDCA-40</td>
</tr>
</tbody>
</table>
Home Economics Judging Cards

Baked Foods

Bread, Rolls, and Quick Breads

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crumb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Score (divide by 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Placing of Class

Score on Placing of Class

Final Score

Points in Judging Bread

1. **Appearance—25**

   A. Size—9—A standard size pan for a pound loaf is about 8 1/2 inches long, 4 inches wide, and 3 inches deep.

   B. Shape—8—Loaf should be narrower at the base than at the top. No bulge at the sides, just above the edge of the pan. No cracks in the loaf, and not higher on one side than the other.

   C. Crust—8—Uniform, golden brown over entire loaf. Crisp, but not too brittle, and even thickness. (About 1/8 inch).

2. **Crumb—30**

   A. Color—5—Creamy white (if white bread).

   B. Texture—10—Fine, with no large holes; small holes evenly distributed over the entire cut surface. No heavy, compact streaks in the slice. Crumb must be moist.

   C. Lightness—10—A well risen loaf is about twice the size of the dough when placed in the pan. Small even air cells. Light in weight for size.
DEMOnstrations and Home Economics Judging

D. Moisture—5—The crumb should be moist, so that when pressed down lightly with the finger it will spring back.

3. Flavor—45
   A. Good bread has a distinct odor and flavor of the grain—a sweet nutty flavor. It should not taste salty, musty, yeasty or sour. The kind of fat used should not be noticeable.

Rolls

1. Appearance—25
   A. Size—Small, giving good proportion of crust to crumb.
   B. Shape—Symmetrical and uniform.
   C. Crust—Golden brown, crisp, tender.

2. Crumb—30
   A. Lightness—Even air cells, light in weight for size.
   B. Texture—Tender, elastic, even air cells.
   C. Moisture—Not damp and soggy, not dry and crumbly.

3. Flavor—45
   A. Similar to Bread. Addition of eggs, sugar, butter, etc., must be taken into consideration when judging rolls.

Quick Breads

1. Appearance—25
   A. Shape—Symmetrical and uniform. Muffins should have pebbly surface without knobs or peaks. Biscuits should have vertical sides and level tops.
   B. Size—Muffins should be baked in medium size tins. Biscuits should be small to medium size. Biscuits and muffins should be about twice the size of unbaked dough.
   C. Crust—Golden brown, of even depth, not floury or glossy.

2. Crumb—30
   A. Lightness—Light in weight for size.
   B. Texture—Crumb should show even air spaces, not long tunnels. Biscuits should be flaky, tender.
   C. Moisture—Not dry and crumbly, not damp and soggy.

3. Flavor—45
   A. Good balance. Not too salty or sweet. No distinct fat flavor.
# Cake

## Class

No...

## Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crumb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Icing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Score (Divide by 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Final Placing of Class

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

## Points in Judging Cake

1. **Appearance—15**
   
   **A. Size—5**—Medium in size.
   
   **B. Shape—5**—Level or rounded up slightly, not sunken in center. Not too thick to cut to advantage for serving. Regular and even.
   
   **C. Finish—5**—Cakes should have light, evenly browned crust. Tender, thin, and somewhat crisp.

2. **Crumb—25**
   
   **A. Lightness—5**—Light in weight in proportion to ingredients used.
   
   **B. Texture—10**—Tender, fine, even grain.
   
   **C. Moisture—5**—Slightly moist; elastic when pressed slightly with finger.
   
   **D. Color—5**—Color should be characteristic of its kind. If a chocolate cake, it should have a rich brown color, etc.

3. **Flavor—35**
   
   **A. Agreeable.** No taste of baking powder or soda; not too highly flavored.

4. **Icing or Filling—25**
   
   **A. Consistency to spread and cut without cracking; smooth, about ¼ inch thick; light and fluffy; flavor well blended and suited to that of cake.**
Cookies

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

Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Average Score (divide by 3)

Final Placing of Class

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

Final Score

Points in Judging Cookies

1. Appearance—20
   A. Uniform size and shape and well browned.

2. Texture—30
   A. Light, crisp, tender, even grained.

3. Flavor—50
   A. No taste of baking powder or soda, not too highly flavored.
## Canned Foods

Canned Fruits, Vegetables and Meat

Class: ................................................................. No.: ....................

### Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condition of Solids</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condition of Liquid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Average Score (Divide by 4)

Final Placing of Class

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

Points in Judging Canned Foods

1. **Appearance—20**
   - A. Size and shape—5—Pieces or products of uniform size and shape.
   - B. Color—5—Natural color of vegetable or fruit.

2. **Pack—15**
   - A. Full, attractive, practical, uniform.

3. **Condition of Liquid—25**
   - A. Clear, enough to cover solids.

4. **Condition of Solids—40**
   - A. Firm, but tender. Whole, uniform pieces with good color.
     If opened, the flavor should be that of freshly cooked product.
DEMONSTRATIONS AND HOME ECONOMICS JUDGING

Jelly

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

Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Average Score (divide by 3)

Final Placing of Class

---Score on Placing of Class---

1st 2nd 3rd 4th Final Score

Points in Judging Jelly

1. Appearance—20

   A. Clearness—5—Free from any cloudiness.
   
   B. Color—5—As near the natural fruit color as possible.
   
   C. Container and Seal—10—Neat, clean container that the jelly will unmold from easily. Seal must be clean and sufficient to cover the jelly.

2. Texture—45

   A. Consistency—Should retain shape when removed from glass; should be quivering and tender. It should be smooth and free from graininess. Should not be sticky or tough. Should be tender enough to cut easily with the spoon and the edges when cut will retain their shape.

3. Flavor—35

   A. Should be characteristic of the fruit, and neither too sharp nor too sweet.
### Points in Judging Clothing (Usually Single Articles)

1. **Materials Used—30**
   - A. Suitability to Design and Purpose—15—Material should be suitable for the design selected, and appropriate to its purpose.
   - B. Durability of Materials—10—Material which is strong enough to give the service for which it is intended.
   - C. Laundering, or Cleaning Qualities—5—Article should launder well and easily; or should be one not requiring frequent cleaning.

2. **Workmanship—30**
   - A. Choice and Neatness of Seams, Hems, and Finishes—15—Seams, hems, and finishes suitable for the article on which they are used.
   - B. Perfection of Stitching—15—Even, straight, machine stitching; with length of stitch varying according to the weight of material used; stitching close to edge. Hand stitching should be inconspicuous.

3. **Design and Color—20**
   - A. Originality and Individuality of Design—5

### Points in Placing Class

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workmanship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Color</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Attractiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relation of Value to Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Average Score (Divide by 5)

Final Placing of Class

<table>
<thead>
<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>

---

- Materials Used
  - A. Suitability to Design and Purpose
  - B. Durability of Materials
  - C. Laundering or Cleaning Qualities
- Workmanship
  - A. Choice and Neatness of Seams, Hems, and Finishes
  - B. Perfection of Stitching
- Design and Color
  - A. Originality and Individuality of Design
B. Beauty of Line and Color—5—There should be harmony in color and line, and pleasing color combinations.

C. Suitability to Use—10—Design and color suitable to use of the particular garment or article.

4. General Attractiveness—10
   A. Cleanliness—5—Article should be immaculately clean.
   B. Pressing—5—Entire garment or article well pressed. On garments, seams should all be well pressed.

5. Relation of Value to Cost—10
   A. The cost in time and money should be in keeping with the value of the garment or article.

Clothing

<table>
<thead>
<tr>
<th>Class</th>
<th>No.</th>
<th>Placing on Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Points in Placing Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Appearance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workmanship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suitability to Purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suitability to Individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economic Factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average Score (Divide by 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Placing of Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score on Placing of Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st</td>
</tr>
</tbody>
</table>

Points in Judging Clothing (Usually Ensembles)

1. General Appearance—25
   A. General Design and Color Combination—5—Should show simplicity, unity, and beauty.
B. Originality and Individuality—5—Should show originality in design and combination, suitable to the individual for whom intended.

C. Pressing and Cleanliness—5—Immaculately clean and well pressed.

D. Harmony of parts—10—Dress, undergarments, shoes, hat, hose and other accessories, if used, should all have pleasing relationship with each other.

2. Workmanship—25

A. Neat even seams and hems. Straight stitching. Substantial and neat finishes. Construction processes appropriate to type of garment and material.

3. Suitability to Purpose—15

A. For example, a simple cotton garment might be used for home wear, while a sheer cotton or silk might be worn for afternoon and parties. A wash dress should be of a design that may be washed and ironed easily.

4. Suitability to Individual—15

A. Color and material should be becoming to the particular coloring and size of individual who is to wear it. Undergarments should be in white and pastel shades, or exactly harmonizing with outer garments.

B. Suitability of Design—Design must be appropriate to the size and type of girl. Undergarments must follow lines of body, must be fitted as carefully as outer garments. All clothing should allow for freedom of movement and give sufficient protection.

5. Economic Factors—20

A. Durability of Materials and Design—5—Materials strong enough for the purpose intended, including such considerations as color fastness, snagging and pulling.

B. Value in Relation to Cost in Time and Money—5—Cost in keeping with value of outfit.

C. Judgment Shown in Distribution of Cost Among Various Articles—5—Cost of each article in comparison to its value and use, and in keeping with general cost of entire costume.

D. Cost of Upkeep—5—The design and the materials in all articles should be such that will not require an undue amount of cleaning, pressing and repair.
## Points Considered in Judging the 4-H Club Dress Revue

<table>
<thead>
<tr>
<th>General effect</th>
<th>Excel'nt</th>
<th>Good</th>
<th>Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dress or costume:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic factors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color Combination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality and interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanliness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The girl:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posture and poise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grooming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The dress on the girl:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming color</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitable design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effect of undergarments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of accessories</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Room Improvement
Pictures

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

Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Framing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hanging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Score (divide by 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Placing of Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score on Placing of Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points in, Judging Pictures

1. General Appearance—50
   A. Color Selection—15—Color should be in harmony with color plan of room.
   B. Appropriateness—25
      1. Size of picture to wall space—Size of picture and size of wall space should correspond (Small picture on small wall space and preferably both of the same shape).
      2. Suitability to Room—Subject of picture must be appropriate to use of the room, e.g. picture for bedroom should suggest repose and quiet.
      3. Suitability to Other Furnishings—Type of framing and subject should be in harmony with other furnishings. Small pictures with light weight frames are in harmony with light weight furniture.
   C. Location in Room—5
      1. Well Lighted—Picture should receive sufficient light.
      2. In Relation to Other Furnishings—Picture should be placed over a piece of furniture or near enough to seem to be a part of grouping.
D. Number of Pictures in the Room—5—A few good well framed, well hung pictures are enough for any room. A picture should always serve a purpose in a room.

2. Framing—20
   A. Suitability of Color of Frame to Picture—10—Color of frame should harmonize with the colors in the picture and should usually be a little darker in value than the dominant color in the picture.
   B. Relation of Frame to Size and Shape of Picture—5—Frame should be in proportion to the size of the picture and be of the same shape as the picture.
   C. Mats Appropriate to Picture—5—The tint of the mat should be in harmony with the coloring in the picture. Prints and etchings are practically the only pictures that are framed with mats.

3. Hanging—80
   A. Method—10—The two approved methods are the “invisible” and the “two-paralleled wire” methods.
   B. Height—10—Pictures should usually be hung so that the center of interest is at eye level when standing.
   C. Grouping—10—Several small pictures of similar subjects may be grouped together. They should be hung with either the tops or bottoms in a straight line; never in a “stair-step” fashion.

Window Treatments

<table>
<thead>
<tr>
<th>Class</th>
<th>Placing on Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points in Placing Class</td>
<td>1st</td>
</tr>
<tr>
<td>General Appearance</td>
<td></td>
</tr>
<tr>
<td>Selection of Material</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
</tr>
<tr>
<td>Average Score (divide by 3)</td>
<td></td>
</tr>
<tr>
<td>Final Placing of Class</td>
<td></td>
</tr>
<tr>
<td>Score on Placing of Class</td>
<td></td>
</tr>
<tr>
<td>Final Score</td>
<td></td>
</tr>
</tbody>
</table>
Points in Judging Window Treatments

1. **General Appearance—40**
   A. **Color Selection—15**—Color should soften and diffuse light and not absorb it. Color should be in harmony with other furnishings in room.
   B. **Harmony of Treatment with Shape of Window—10**—Lines formed by the window treatment should give good proportions in the length and width of the window.
   C. ** Appropriateness—15**
      1. **To Room**—A small room requires light weight window treatments. Design in wall finish calls for plain fabrics in window materials or those with small or shadowy all-over design. Bold design is good with plain walls.
      2. **To Other Furnishings**—Curtains and draperies, light both in color and weight are attractive when the woodwork and furnishings are tinted. In room with dark woodwork and heavy dark furniture, dark, rich colors and material heavy enough to balance the other furnishings are important.

2. **Selection of Material—30**
   A. **Suitability of Fabric—10**—Thin, soft, and smooth texture fabrics are well adapted to a girl's bedroom.
   B. **Design—10**
      1. **Type of design** should harmonize with other furnishings.
      2. **Scale in Relation to Size of Room**—Filmy light colored curtains are best for a small room. Plain colored or materials with small designs are suitable to a small room. Coarse materials with large designs increase the apparent size of the window and decrease the apparent size of the room.
   C. **Laundering or Cleaning Qualities—5**—Curtains or drapes should be of a type that is easily laundered or cleaned.
   D. **Cost in Relation to Value—5**—The cost of the window treatment must be in keeping with its use or value.

3. **Construction—30**
   A. ** Appropriateness to Fabric and Use—5**—Filmy materials lend themselves to ruffles and much fullness, while, coarse, firm materials are adapted to straight line design.
   B. **Effect on Finished Appearance—5**
   C. **Workmanship—20**
      1. **Cutting**—Cutting must be straight.
      2. **Stitching**—Length of stitch must be suitable to the type and weight of the material.
      2. **Hems and Trimming**—Hems must be even, stitched on the edge. Trimming must be applied neatly.
Sheets and Pillowcases

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

Placing on Points

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workmanship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Average Score (Divide by 4)

Final Placing of Class

1st 2nd 3rd 4th Score on Placing of Class

Final Score

Points in Judging Bedding

1. General Appearance—20
   A. Design and Color—10—Undecorated sheets preferred for practical service. White always in good taste. Any color used should be delicate in tint, fast color and in harmony with color scheme of room.
   B. Pressing and Cleanliness—10—Washed, pressed and folded neatly.

2. Materials—40
   A. Suitability—10—Texture and weight suited to needs; of fine, smooth, strong yarns. Durable muslin or percale, closely woven, practically free from sizing.
   B. Combinations—10—Any decoration and thread in keeping with the texture of the fabric.
   C. Quality—10—A good durable sheet has a close, even weave of smoothly spun yarns which give a firm but not stiff fabric.

3. Size—20
   A. Sheets of generous torn size before hemming, 108-inch length, width 24 to 36 inches wider than mattress. Standard size cases to fit pillows.
4. Workmanship—20
   A. Hems, type and width—10—Sheets have even 2-inch hems or top hem 2 to 4 inches, bottom hem 1 to 1½ inches; pillowcases usually have three-inch hem. Hems straight and uniform, turned evenly and stitched in a line parallel with filling yarns.
   B. Finish of corners—5—Evenly folded and closed at ends.
   C. Stitches, kind and appearance—5—Seam in pillow tubing plain with overcast edge. Stitches neat and straight. Hemstitching not extended through selvage. Stitching looks best if done with a six-ply sewing thread and a stitch in good proportion to texture of fabric, appearing same on both sides; stitching well fastened.

Rugs, Bedspreads, Linens

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

<table>
<thead>
<tr>
<th>Points in Placing Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workmanship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Average Score (Divide by 3)

Final Placing of Class

---Score on Placing of Class---

1st 2nd 3rd 4th

Final Score——

Points in Judging Rugs

1. General Appearance—20
   A. Appropriateness to Room—10
   B. Color Combinations—5—Colors harmonize or keyed, darkest colors at edge, one color predominating, soft colors suited to floor, color in center repeated in border.
   C. Design—5—Width in good relation to length; design appropriate, well balanced and well placed as to figures and stripes.
2. **Materials—40**
   A. Wearing quality—10—Durable and easily cleaned.
   B. Combinations—10—All of one fiber or of similar quality.
   C. Weight of sewing thread—10—Strong enough to wear well.
   D. Value in relation to cost—10.

3. **Workmanship—40**
   A. General characteristics—20—Firmness and flatness.
   B. Stitches—20—Even, firm.

The rug should—
   - Lie flat on the floor.
   - Be heavy enough not to roll up easily.
   - Add to the beauty of the room.
   - Harmonize in color and line with other furnishings.

**Bedspreads**

1. **General Appearance—40**
   A. Appropriateness to room—10
   B. Color—10—Preferably of one color because of the size of bed in relation to the room; a soft color repeating one of the colors used in the color scheme of room.
   C. Design—10—All over design or lines that follow the lines of the bedstead, in other words, no definite diagonals.
   D. Value in relation to cost—10

2. **Materials—30**
   A. Wearing quality—10—Durable and easily laundered.
   B. Weight—10—Heavy enough to hold its shape on the bed and not wrinkle when in use.
   C. Combinations—10—Decorative material of similar quality and weight to material in spread.

3. **Workmanship—30**
   A. Hems and Seams—15—Suitable width in relation to design; even; stitched firmly and evenly.
B. Decoration—15—Even stitches; proper method for type of decoration chosen.

Linens

1. General Appearance—40

   A. Appropriateness for use—10

   B. Color—10—Preferably white or a grayed tint of one color. If color decoration is used, colors should be of the same intensity and follow one of the standard color schemes.

   C. Design—10—Appropriate to article. Satisfying the principles of balance, proportion, rhythm and emphasis.

   D. Value in relation to cost —10.

2. Materials—30

   A. Wearing quality—10—Durable and easily laundered.

   B. Texture—10—Appropriate for use and similar to other textures in room.

   C. Decorative materials—10—Appropriate to material of article in wearing quality and texture.

3. Workmanship—30

   A. Hems—15—Suitable width in relation to design; even; stitched firmly and evenly.

   B. Decoration—15—Even stitches; proper method for type of decoration chosen.
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."