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Suggestions for Conducting 4-H Club Girls Judging Contests

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Judging should start in local clubs just as soon as articles in the required lines of work are completed and some phase of judging should be carried on at every meeting. Judging is very valuable in teaching high standards in both food and clothing and in selecting quality exhibits for fairs. The club member soon forms a mental picture of an ideal article and works toward that goal. Judging contests, such as those carried on during fairs and other occasions, go further than this, since club members are asked to select not only the best article or product but a second and a third.

In preparing a group of club members for a judging contest, the score card to be used should be studied and discussed. Explanation of how the articles or products are marked, time allotted for placings and reasons, and the use of the placing cards should be given to the entire group.

The following materials are essential to a successful contest: Placing cards, labels for each article in each class, pins, contestants' numbers, and a pencil for each contestant.

A class to be judged is generally made up of four articles, such as four dresses, four dish towels, four loaves of bread.

Club members should judge and be rated as individuals. The two or three highest scoring individuals in each line of work may be used as members of a team, when desired.

No communication should be allowed while the contest is going on.

Each girl is given a number and this number must be put on her placing card. Two cards may be given, a placing card and a card for notes.

From ten to fifteen minutes is generally given to make placings and notes. Two minutes are allowed to give oral reasons to the judge or person in charge.

In most contests, reasons are given on one half of a class. A scoring basis of 50 points for placings and 50 points for reasons on each class is generally used.

SUGGESTIONS FOR MAKING PLACINGS IN JUDGING

Being able to give good reasons is a test of our ability to form and carry in our minds a mental picture of the class judged. In order to give good reasons, we must know each class. If we are judging wash dresses, we must know the kinds of materials, design, and proper construction used in the garments. In giving reasons we must be careful not to repeat the same reason several times.

A Few Statements About Giving Reasons

1. Know your score card: its divisions, values of each division and terminology.

2. Examine the article carefully. Be sure you are forming a good mental picture.

3. When giving reasons, stand erect, looking the judge straight in the eye. Start with this statement, "I place this class of bloomers C, A, D, B." This gives the judge your placings, and she can follow your reasons more readily.

4. There are four parts to giving reasons:

(a) Name the class.

(b) Give placings.

(c) Give reasons for placings, using the following as a guide:

1. Give brief description of article or product.

2. Give justifiable criticism of article or product regardless of placing.

3. Give accurate and clear-cut comparisons which justify the placing of your first choice over your second and so on through the class.

4. In a sentence or two give information which will set forth the reasons why your fourth choice should be placed at the bottom of the class.

(d) Conclusion.

5. Remember when you have given your reasons for making your first placing, that your next set of reasons concerns the second and third placings. Do not mention the first placing again. It is always best to start reasons with the best and go to the poorest.

6. Reasons should be short and definite, calling attention to the outstanding differences. Do not use the same descriptive work several times, as this machine stitching is better or that this material will launder better.

7. Do not use more than the allotted two minutes. It is not necessary to use all the allotted time. When you have finished, STOP. If no questions are asked, give as a conclusion, "Therefore, I place this class of aprons C, D, A, B," and leave the judge at once as there are others waiting to give reasons.

No other line of club work develops good sportsmanship like judging. It develops the real club spirit of give and take. When judging, one often knows the person who made the article and we should remember it is in a real spirit of helpfulness that criticisms are made.

FORM FOR GIVING REASONS

Class Judged: Wash dresses.

I place this class of wash dresses D, B, A, C. I place D over B. The material used in D is gingham and is of better quality than that used in any of the other dresses. The design is more distinctive and individual, and because of its simplicity will be easily laundered. The seams are even and

interesting, uninteresting, monotonous, good balance or symmetry, lack of balance, gives a subtle formal and simple effect, severe effect, abruptness is too severe, design and line are inconsistent for use to which it is to be put, the pattern, design or motif is too large, the pattern, design or motif is well spaced, produces pleasing or displeasing sensations. The straight lines lend feeling, dignity and stability, the curved lines give a feeling of joy, interest or variety; the soft curves are more pleasing than the sharp curves. The tight fitting garment calls attention to the figure. The lines used tend to cut the figure and increase the size; the lines used add to the height and increase slenderness.

Seams—Neatly trimmed, edges of seams were not evenly trimmed, seams not pressed open, overcasting irregular and poorly made, double thickness of material looks bulky, edge of first seam not trimmed before second stitching, raw edges of first not covered, first seam not creased flat, seams show garment was poorly basted, impractical seam finish, practical seam finish, this particular seam finish is or is not suitable for this garment, poor stitching, good stitching, stitch too long, stitch too short. This type of seam will or will not wear well, seams are coarse and heavy, seams are fine and dainty.

Canned Fruits and Vegetables

Quality—Coarse texture, fine texture, undercooked, overcooked, underripe, overripe, mushy, soft, firm, product free from spots and blemishes, spots and blemishes on product, fermented, contains mold, free from mold, liquid clear and bright, too much sediment, white sediment, free from sediment, murky, cloudy, trashy, seedy, excellent consistency (just barely moves when jar is tipped), too thick, too thin, jar too full, jar not full enough, good taste and flavor, poor taste and flavor, flat taste, container in good condition, properly labelled, good color, even color, dull in color, spotted, off color.

Appearance—Good pack (uniform in size, shape, and color), full pack, too loose a pack, attractive pack, unattractive pack, neatly packed, pieces have ragged edges.

Jelly

Has good consistency (quivers, yet holds clear cut edge), firm yet quivers, too soft, spreads, too stiff, tough, tender, too thin, syrupy, has crystals, free from crystals, good color (natural color of fruit), clear, poor color, cloudy, murky, good taste (natural flavor of the fruit), too tart, scorched, too sweet.

Preserves

Pieces uniform in size, shape and color, product firm, clear, tender, plump, shriveled, mashed or mushy, irregular in shape, too dark in color, syrup right consistency (just barely moves when jar is tipped), syrup too thin.

Baking—Bread

Outside—Good shape, irregular in shape, lop-sided, even color (golden brown in color), good crust on all sides (top, bottom and end), surface smooth (free from wrinkles and breaks), surface cracked.

Inside—Thoroughly baked, not thoroughly baked, crust crisp and tender, depth of crust good on all sides ($\frac{1}{8}$ inch thick), good texture (fine and even), poor texture (full of holes), light and springy, heavy, too compact, good color (creamy white), poor color (greyish white), good taste, sweet and nutty (like the taste of wheat), right amount of salt and sugar, too much salt, too much sugar, off taste, acid taste, off odor, acid odor, delicious nutty odor, good amount of whole wheat flour used, not enough of whole wheat flour used.

Meat

Too much fat on product, free from fat, meat is of good quality, good texture, poor texture, coarse grained, too hard and dry, moist and juicy (looks good to eat), nicely browned (golden brown), too brown, good amount of liquid, not enough liquid, liquid of good quality (jellied), good pack, unattractive pack, too much flour.

straight; the lines are good for the type of person for whom the dress was designed; the machine stitching is even; the trimming of self material is excellent and attractive. There is little difference in suitability of the four garments, but because of material, design and construction, I place D first.

I place B over A because in construction the seams and hems are even, the machine stitching straighter and the tension well adjusted. The trimming, a contrasting material, is more practical than the organdy used on A.

I place A over C because it is made of a fine print, and will keep its shape better than C, which is made of loosely woven gingham. A, without trimming, is better than the fancy lace collar and the ribbon tie used on C.

I place C last in this group because of poor construction and workmanship, cheap and impractical material and because of the poor taste in color selection and design.

Therefore, I place this class of wash dresses D, B, A, C.

Class Judged: Yeast Bread.

I place this class of yeast bread C, D, A, B. I place C over D. C is more thoroughly baked, has finer texture, and the nuttiest taste. I placed D over A for second. It has the best shape, finer texture, and has a good $\frac{3}{8}$ inch crust on all sides. The crust on A is too thin and too light in color. It is slightly under baked. I placed A over B for third place. It is not quite thoroughly baked, but even so, is a better loaf than B. B is heavy, soggy and acid in flavor. Therefore, I placed yeast bread C, D, A, B.

TERMINOLOGY TO BE USED BY 4-H CLUB GIRLS IN JUDGING CONTESTS

Clothing

In judging clothing one should take into consideration the material, classification of material, line and design, pattern, cutting, basting, stitching, fit, becomingness, practicability, serviceability, use and price. Your descriptions should indicate that a good mental picture has been formed and that you understand what you are judging. If you understand the meaning of each term used below, you should be able to judge very accurately.

Material—

Color: Fast color, plain color, dull looking, rich looking, dainty, elaborate, festive, good coloring, durable, not durable, yarn dyed, piece dyed, printed, washable, will hold color when exposed to sun or washing, fades badly in sun, practical, impractical.

Qualities: Excellent wearing quality, poor wearing quality, coarse, soft, harsh feeling, heavy, rough texture, loose and roughly spun, too light weight, pulls badly on seams, cheap or poor grade of material, dull finish, light and fluffy, smooth, wiry, crisp, fresh looking, sheer, beautiful, warm, cool, airy, quaint, restful, pretty, dainty, rich, pompous, strong, disturbing, stunning, gay, joyous, cheerful, brilliant, dignified, lively, stimulating, somber, gorgeous, neutral, launders easily and well, valued for absorbing property, requires no ironing, superior to other material in dye, difficult material to handle, a material not intended for hard wear, will pack down in washing, difficult to launder, prone to shrink, elastic and will not wrinkle readily, wrinkles easily, serviceable, attractive, may turn yellow easily, becoming because of its transparency, gives soft effect next to face, becoming to few because of hard, shiny effect next to face, expensive.

Design: Good taste, poor taste, looks smart, pleasing to the eye, refined, in good usage, confusing, lacks variety, suitable for use designed, appropriate for use planned, becoming for type of person designed, beautiful, refined, straight lines, satisfying, harmonious, pleasing, where fine relation of lines, masses and colors are concerned, good proportion, good spacing, commonplace,