

Judging Instructions For Junior Poultrymen

OSU
Extension



CIRCULAR 461

EXTENSION SERVICE,
OKLAHOMA A. AND M. COLLEGE
Shawnee Brown, Director
Stillwater, Oklahoma

JUDGING INSTRUCTIONS FOR JUNIOR POULTRYMEN

H. G. WARE, Extension Poultryman
and

HUBERT L LASATER, Associate Extension Poultryman

Poultry and poultry products provide a weekly source of farm income on a majority of the farms of the state. Many of these farms are managed by junior poultry growers and for that reason boys and girls should be given specific information regarding the judging of birds for both standard and production qualities.

The value of standard and production judging has been demonstrated in the improvement of farm poultry due to school house poultry and egg shows, state shows, and general farm flocks. While more attention is usually given to the selection of flocks for egg production, it is important that some consideration be given to standard qualities in order that the type and color representing the particular breed and variety may not lose its identification. This pamphlet will deal specifically with standard qualities.

To make the best showing when placing the classes of birds, or giving oral reasons, the junior poultry grower should have a working knowledge in regard to size, shape, color, defects, and disqualifications of the common breeds of poultry. The judge must have a mental picture of the ideal birds and be able to compare the live birds being judged to the pictures of the ideal birds, and must know what is meant by class, breed, variety and sex, and constituted vigor.

CLASS means the origin of the birds, or the section of the country where the birds originated.

BREED designates the shape; shape makes the breed. Each of the different breeds has a distinctive shape or breed type of its own.

VARIETY is a sub-division of the breed and is designated by feather pattern and comb.

SEX is a term used to designate whether the specimen is male or female.

CONSTITUTIONAL VIGOR is a term used to designate the birds.

NUMBER OF BIRDS TO JUDGE IN A
SCHOOL OR CONTEST

Groups of four birds of the same breed, same variety, same sex, and near the same age, should be used for practice judging, or in contests. The birds to be judged should be carefully selected to meet the needs of the contestants. The group of birds should not be so alike that two competent judges will disagree on the placings; yet, they should not be so easy that no thought or reasoning will be required by the contestant to determine a difference between the pairs.

As many groups of birds may be used as desired for practice judging; however, the standard contest rules call for eight groups of four birds each (32 birds) and two sets of oral reasons.

The four common classes of chickens being studied by Oklahoma junior poultrymen are American, Asiatic, English and Mediterranean. The more popular breeds found on Oklahoma farms are Plymouth Rocks, Wyandottes, Rhode Island Reds, New Hampshires, Orpingtons, Cornish, Australorps, Leghorns and Minorcas.

<i>Class</i>	<i>Breed</i>	<i>Variety</i>	
I. American	Plymouth Rock -----	----- White ----- Barred ----- Buff	
	Rhode Island Red -----	----- Single Comb	
	Rhode Island White -----	----- Rose Comb	
	Wyandotte -----	----- White ----- Silver Laced ----- Buff ----- Columbian	
	New Hampshires -----		
	Jersey Giant -----	----- Black	
	Brahma -----	----- Light ----- Dark	
	II. Asiatic	Langshan -----	----- White ----- Black
		Cochin -----	----- Buff ----- Partridge
		Orpington -----	----- Buff ----- White

III. English Cornish	Dark
	White
Sussex	Speckled
Australorp	Black
IV. Mediterranean	
Leghorn	Single Comb White
	Rose Comb White
	Single Comb Dark Brown
	Rose Comb Dark Brown
	Single Comb Light Brown
	Rose Comb Light Brown
	Single Comb Buff
Minorca	Single Comb Black
	Rose Comb Black
	Single Comb White
	Rose Comb White
	Single Comb Buff
Ancona	Single Comb
	Rose Comb
Blue Andalusian	
Buttercup	

The pictures of the birds should be carefully studied for shape and color. When judging live birds, size, shape, color, vigor and quality are important factors to be considered.

After pictures of perfect birds are well established in the student's mind, live birds should be studied. Note the birds while they are standing on the ground, then a close-up vision of birds in the coop. Study each bird in detail and then make a comparison of the group of four, placing the bird first on the judging card that looks most like the standard picture.

SUGGESTED RULES FOR JUDGING

Each contestant is given a placing card for each group of birds to be judged. The birds are to be carefully studied and compared to the standard picture and feather pattern and the one that resembles the picture the most is placed first on the judging card, and the next best bird second and on down until all four birds are placed in order of their importance.

If the contestant will follow an organized system in studying the birds, he will find it easier to pick the most desirable individual.

EXPLANATION OF JUDGING CARD

Contestants are given a judging card for each group of four birds to be judged.

The space under group should be filled in A, B, C, D, etc. The alphabetical letter A, for example, designates the first group of birds judged; B, the second group.

Class, Breed, Variety and Sex have been explained, but the figures 4, 8, 6 and 2 are allowed each contestant if the card is properly filled according to classification of birds being judged.



IMPORTANT STEPS TO FOLLOW

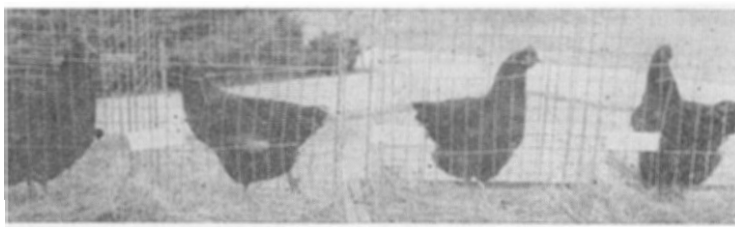
1. On the judging card fill in the following:

POULTRY JUDGING CARD					
Group	<i>Contestant's Number</i>				
Class	4	Breed	8		
Variety	6	Sex	2		
Contestant's Placing: First Second Third Fourth <div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;"></div>			<i>Classification</i> Grade		
			Reasons' Grade		
			Placing Grade		
			TOTAL GRADE		

2. Stand five or six feet away from the coop, and study each bird very carefully using the following system:

HEAD—Compare heads of all four birds to Standard picture.

- b. **TOP LINE**—Compare top line. (Top line begins at base of comb and ends at end of tail.)
 - c. **UNDER LINE**—compare under lines. (Under line begins at throat and ends where top line is met at end of tail.)
 - d. **LENGTH**—Compare length of the bodies of all the birds.
 - e. **DEPTH**—Compare depth of bodies.
 - f. **WIDTH**—Width of bodies.
 - g. **UNIFORMITY**—Uniformity of shape.
 - h. **BALANCE**—Compare each bird to the perfect picture and see if the birds are standing with their legs well under the center of the body. Balance means that each section of the bird's body is well proportioned one to the other.
3. **USE STICK**—A yardstick is desirable to use in moving the birds about in the coop in order that the type or general conformation of the body can best be seen. A stick with a blunt end must be used to prevent injury to the birds.
 4. **TO REMOVE BIRDS FROM COOP**—Turn the bird around in the coop with its head toward you. Slip your right hand over the bird's back and grasp the bird's left wing, then slip your left hand down the breast bone, grasping the bird firmly by the legs. One or two fingers can be inserted between the legs of the bird which gives a stronger grip on it.



5. **COLOR STUDY**—A careful study should be made of the hackle, back, breast, wings, primaries and secondaries wing bows, wing bars, saddle, fluff and tail. Young judges should know the Standard color for the respective breeds and varieties, in order that the desired color will be recognized when seen.

When judging poultry, the rules and regulations governing disqualifications and defects, should be considered and cuts made for the respective breed and variety of poultry being judged.

Here are some of the most common disqualifications that are applicable to poultry:

1. Not worthy of placing, due to condition.
2. Deformed beaks, that is, beaks that are crossed, commonly spoken of as scissor beaks.
3. Backs that are crooked or otherwise deformed.
4. Wings where the flights or secondaries, or both, have been clipped, except in Canadian and Egyptian Geese and Muscovy, Call or East India Ducks.
5. Split or slipped wings. If a wing is split it will show a decided weakness or space between the primaries and secondaries. (The 10 lower feathers of the bird's wing are known as the primaries; the 11 upper feathers on a standard wing are known as secondaries. A small feather dividing the two sections is known as the axillary feather). A slipped wing is one where the feathers are slipped out of place, or possibly twisted or curled.
6. When all tail feathers are missing in the bird.
7. Wry tail or tail falling to one side, caused probably by a deformed back bone.
8. A squirrel tail, that is, where the tail extends upward beyond a perpendicular line drawn from the base of the tail, except in Japanese bantams.
9. For information regarding weight requirements, see the *American Standard of Perfection*.

HEAD.

1. Lopped combed on single comb males disqualify.
2. Lopped single or pea-combs disqualify females, except in the Mediterranean, Continental, New Hampshires, Lamonas, Dorkings and Frizzles.
3. A lopped single comb is one that breaks or falls to one side. A lopped rose comb is one that falls to one side sufficiently to obstruct the bird's vision.
4. Combs that are foreign to the breed disqualify.
5. A comb that is definitely split disqualifies.
6. If a spike is missing in rose comb varieties.
7. If Mediterranean cockerels and pullets, except the White Faced Black Spanish, have positive enamel white in

their face, they are disqualified. Also, if positive enamel white is found in the earlobes of males or females of the American, Asiatic and English varieties, with the exception of Dorkings, Red Caps and Lamonas, they are to be disqualified.

SHANKS AND TOES.

1. Birds having decided bowlegs or knock knees. Smooth shanked varieties that have feathers growing on the side of the shanks, between the toes, or on their hocks, are to be disqualified.
2. If web feet are observed in any breed of chickens, it is a disqualification.
3. In those breeds that are supposed to have four toes, on either foot more or less than this number of toes is a Standard disqualification.

ORAL REASON INSTRUCTIONS FOR JUNIORS

When giving a set of oral reasons the contestant should give them in such a way as to convince the judge that the contestant's placings are correct. If the contestant has the reasons well organized they can be given more effectively. The contestant should briefly describe and compare the bird after which the weak points of the bird are mentioned. Before leaving the first bird, the two or three outstanding reasons should be given for placing one bird over another. The same procedure is used in giving the reasons on the other three birds of the class.

Terms to use in giving oral reasons:

1. Longer and wider back.
2. Fuller and deeper breast.
3. More spread of tail.
4. Uniform width of back and body.
5. A bird with more symmetry of body.
6. A tail of medium length that is well spread.
7. A bird of more refinement.
8. Short, narrow back.
9. Shallow, narrow breast.
10. Pinched at the tail.
11. Too high from the ground.
12. A short bodied bird with shallow breast.
13. A coarse bird with a crow head.

14. More uniform surface and undercolor.
15. No. 3 has the lightest undercolor.
16. More lustrous red undercolor.
17. Excess amount of smut in the back.
18. Distinct markings in wings and tail.
19. Well barred free from brassiness.
20. Strong, vigorous bird with a red comb and a clear, bright eye.

There is nothing particularly hard in giving a set of oral reasons on a group of birds. The contestant should take a card or notebook and make a few notes on each of the pairs of birds being judged, showing the outstanding differences between the individuals. A little time is taken to organize the reasons from the notes, then the notebook is discarded and the contestant presents the reasons orally in a calm, steady manner to one of the supervisors.

The set of reasons cannot be exactly the same for any two pairs of birds; therefore, memorized reasons are to be used only to teach the young judge to follow an organized system of presenting his reasons.

ORAL REASONS ON EXHIBITION BARRED ROCK PULLETS

I am contestant No. 5.

I placed this class of Barred Plymouth Rock pullets 3-2-1-4. I placed No. 3 at the top of the class and over No. 2 because it is a bird that is showing quality about the head, with a brighter eye and a neater comb than the No. 2 bird. No. 3 has the most desirable body type, with a fuller, more rounded breast, a wider back, a more desirable tail spread than the No. 2. I fault the No. 3 bird for being slightly low to the ground and showing too much fluff for the Plymouth Rock. The No. 3 bird has the wider feather with more distinct barring. The No. 2 bird is very well barred, but she is showing weakness in her head, flat in her breast, but is a well barred bird. The No. 3 bird was placed first because she has more Plymouth Rock type, more distinct barring and is a larger bird than the No. 2.

I placed No. 2 second. She has a deep, wide body; a well spread tail, and distinct barring of the surface color. I criticize this bird for being short in body and light in the undercolor, but because of having a deeper body and more distinct barring in surface color than either 1 or 4, I am placing her second.

I placed No. 1 third. She is a bird with a long back and body. I fault this bird in width of back, body and breast, and being light in undercolor. The No. 1 bird has long narrow head that denotes lower vitality than the No. 3 or 2 bird, but because of uniformity of width of back and body, and the distinct barring of primaries and secondaries, I place her over No. 4.

I placed No. 4 fourth, although she has a full rounded breast. I placed her last because she is too large, and coarse throughout; and has an excess number of black feathers in the body; therefore, I place this group of birds in the order of 3-2-1-4.

ORAL REASONS FOR EXHIBITION RHODE ISLAND RED PULLETS

I placed this class of Rhode Island Red pullets in the order 3-2-1-4.

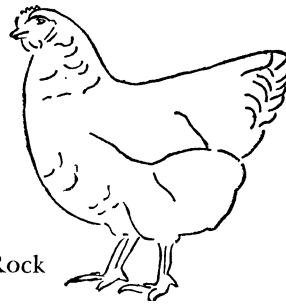
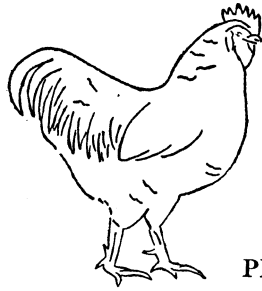
I placed No. 3 at the top of the class. She is a typic, well-balanced bird, with a long level back and a round, full breast. I would fault this bird in width of back and being too small. I placed her first because she has more symmetry of body and a more uniform lustrous red undercolor, than the No. 2 bird. The No. 3 bird has very desirable primaries, but has a white tip in one secondary.

No. 2 was placed second. She has a deep wide body, a rich brilliant red surface color and a well spread tail. I criticize this bird for being short in body and light in undercolor, but because of having a deeper body and more uniform red surface color than either, I am placing her second.

I place No. 1 third. She is a bird with a long back and body of uniform width and red surface color. I fault this bird in width of back, body and breast, and being light in undercolor, but because of uniformity of back, body and surface color, I place her over No. 4.

I placed No. 4 fourth, although she has a full rounded breast; I placed her last because she is too large, coarse and is smutty in her undercolor; therefore, I placed the birds in the order of 3-2-1-4.

American Class

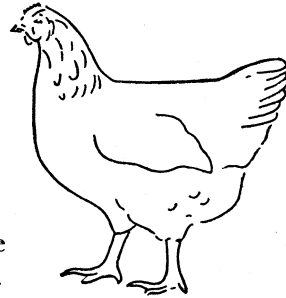
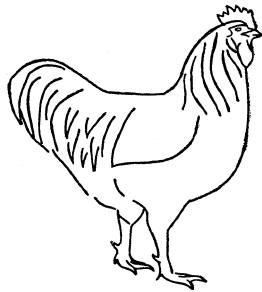


Plymouth Rock

Cock — 9½ lbs.
Cockerel — 8 lbs.

Weights

Hen — 7½ lbs.
Pullet — 6 lbs.

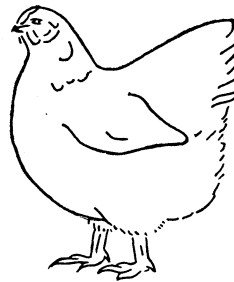
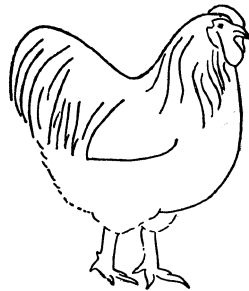


S. C. Rhode
Island Red

Cock — 8½ lbs.
Cockerel — 7½ lbs.

Weights

Hen — 6½ lbs.
Pullet — 5½ lbs.



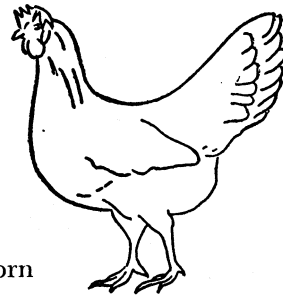
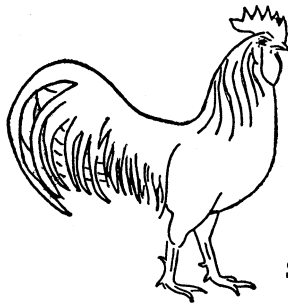
Wyandotte

Cock — 8½ lbs.
Cockerel — 7½ lbs.

Weights

Hen — 6½ lbs.
Pullet — 5½ lbs.

Mediterranean Class

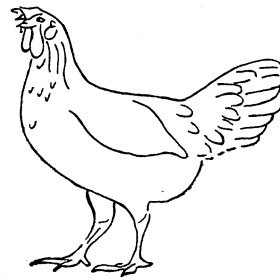
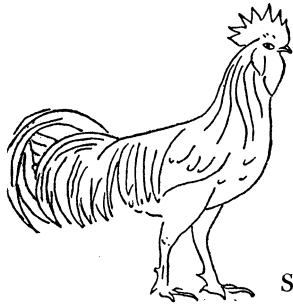


S. C. Leghorn

Cock — 6 lbs.
Cockerel — 5 lbs.

Weights

Hen — 4½ lbs.
Pullet — 4 lbs.



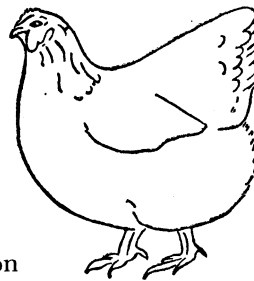
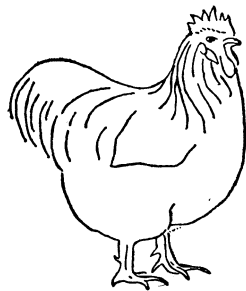
S. C. Minorca

Cock — 9 lbs.
Cockerel — 7½ lbs.

Weights

Hen — 7½ lbs.
Pullet — 6½ lbs.

English Class



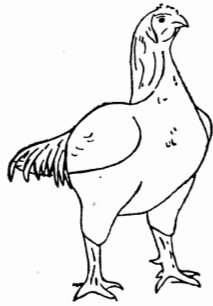
Orpington

Cock — 10 lbs.
Cockerel — 8½ lbs.

Weights

Hen — 8 lbs.
Pullet — 7 lbs.

English Class



Cock — 10 lbs.
Cockerel — 8 lbs.

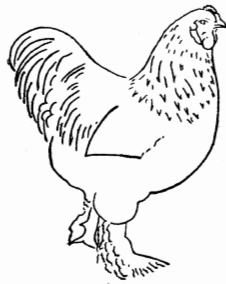


Hen — 7½ lbs.
Pullet — 6 lbs.

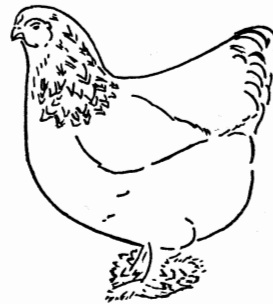
Cornish

Weights

Asiatic Class



Cock — 12 lbs.
Cockerel — 10 lbs.



Hen — 9½ lbs.
Pullet — 8 lbs.

Brahma

Weights



Cock — 9½ lbs.
Cockerel — 8 lbs.



Hen — 7½ lbs.
Pullet — 6½ lbs.

Langshan

Weights

Cooperative Extension Work in Agriculture and Home Economics. The Oklahoma A. and M. College and the United States Department of Agriculture Cooperating. Distributed in Furtherance of the Acts of Congress of May 8 and June 30, 1914.

50648