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DEVELOPMENT OF
Home Economics

Standards

THROUGH 4-H

Judging Work



CIRCULAR 409

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UNITED STATES DEPARTMENT OF AGRICULTURE
AGRICULTURAL EXTENSION SERVICE
SOUTH DAKOTA STATE COLLEGE, BROOKINGS

Purpose of This Booklet

This booklet of judging ideas has been prepared for the use of:

Club Members—to help them develop standards by learning to judge.

Local Club Leaders—to assist them in planning and carrying on judging work.

Extension Workers—to provide them with ideas for promoting and developing judging.

Development of Home Economics Standards Through 4-H Judging Work

By GERALDINE G. FENN*

What is judging?

Judging is an every-day activity. A person judges every time a choice is made whether it is for food, clothing, home furnishings or entertainment.

In 4-H club work, judging is simply a matter of selecting one article or product over another because of certain qualities. In order that club girls may learn to choose wisely, they need practice in making comparisons and in recognizing excellent qualities.

How is judging used?

Judging is used in 4-H club meetings in the instruction or educational phase. It is a good teaching device or method. Judging work teaches quality or good standards and establishes ideals towards which to work. When club members decide that one article is better than another and give their rea-

sons why, the ideas learned seem to "stick" and carry over into their own work.

What is gained by learning to judge?

Through judging a club girl will learn:

- To observe carefully
- To know true value
- To recognize good products
- To make wise selections
- To express her opinions
- To improve her own work
- To be a better buyer
- To appreciate the things she owns
- To enjoy friendly competition.

Club members like to judge; they enjoy the idea of matching their wits with someone else's thinking and feel that they learn something every time they judge.

Judging work is best when conducted in such a way that girls develop a constructive attitude toward their own and other members' work.

Judging in the Local 4-H Club Meeting

The local 4-H club meeting is one of the best places to do judging work as it is here that girls gain ideas for carrying out their own projects. They "learn to do by doing" when they strive for better products.

Judging can be used in two ways:

1. To set standards for good work **before** girls attempt to make articles.

2. To check on articles **after** club members have made them.

Score cards, included in the club literature, give a mental picture of good products and the relative value of the different points considered. Skill in judging can be gained by the study of literature, pictures, and score cards and then applying this knowledge to actual articles.

*Assistant State Club Leader



An Entire Club Judging a Class of Yeast Bread

The Group Method of Judging—A Good Way to Start

It is a good idea to use the group method when starting judging work in a club. It is perhaps more educational, constructive and friendly than some other methods. With this method a group of girls discusses a class informally, decides together how it should be placed and one reports for the group on "the reasons why." In this way they learn from each other, and it is possible to take advantage of the "two heads better than one" idea. Also, if the group places the class correctly—"all share the glory"—if a mistake is made—the responsibility is divided. This makes it easier to start judging

and helps build confidence in the girls.

Of course, a leader wouldn't want to use this method all the time. There are always some persons who depend too much on the thinking of others. Some girls may use others as a "crutch" to aid them in making choices. Eventually the one in charge will want each girl to think and decide for herself and be able to express her reasons for believing as she does.

Also, to begin with, judging can be conducted with just two articles—a good one and a poor one. There is not so much to weigh and yet the girls have a decision to make and can express their opinions about the reasons for the choice.

SETTING UP STANDARDS

In order for girls to do their best in judging, it is very important that they know what to look for before trying to place a class. This information can be given in different ways. Here are some suggestions:

Score Cards—Girls can study these and then the person in charge can discuss the score card, applying it to a garment, article or product of good standard.

Written statements—If a score card is not available, the one in charge can put ideas of what to look for on wrapping paper, a blackboard or a placard. The club can then discuss the statements and apply them to a garment, an article of home furnishings, a food product, a preserved food, or a meat.

Discussion—The individual in charge can use a sample product and lead a discussion about its qualities.

IDEAS FOR CONDUCTING CLUB MEETING JUDGING

The following ideas may prove helpful in showing different ways of conducting group judging in a local club.

Judging—Using the entire club as a group

Steps in conducting the judging

1. Secure a class—for example, a good and poor loaf of bread.
2. Set up what to look for—this is done by the one in charge.
3. Select a group leader—done by the leader or the girls themselves.
4. Have the girls discuss the bread and decide on placing—group leader takes down information.
5. Have the group leader report the decision and give the reasons.
6. One in charge correct any error and emphasize most important points.



A Club Leader Discussing What to Look for in Selecting a Good Bath-Towel

Judging—Dividing the entire club into two groups

Steps in conducting

Same as above except:

1. Two classes are needed—two to four articles in a class.
2. There are two groups judging at the same time.
3. The club is called back together for the reporting.
4. Two girls have a chance to give reasons.

Judging—Shifting the club groups

Steps in conducting are the same as in previous examples except:

1. Groups exchange so each judges both classes.
2. Four girls have a chance to give reasons.

Note: In judging the finished articles or products made by club girls, it is preferable to place them in blue, red and white classes instead of 1st, 2nd, 3rd, 4th, etc.



A Club Judging Bath-Towels and Color Schemes

LEARNING TO GIVE REASONS

Placing a class is not enough; girls should know why they decided upon the placing. This is called "giving reasons." Usually reasons are given orally—sometimes they are written. In both cases the form is the same.

In group judging, the group leaders or chairmen give the reasons for the entire group. In other types of judging—each girl

gives reasons. Girls should practice giving reasons whenever possible.

In order to give good reasons a clear picture of the class judged must be kept in mind. It is essential to know the standards required of each article. After placing a class, participants should jot down notes which they can study in order to organize what they will say in giving reasons.

Below is an example of notes made for a class of canned string beans. Below the example are the reasons as they might be given.

Canned String Beans

General points—all too crowded.

A—More headspace
Liquid covers

D—More uniform
Not overcooked—haven't fallen to pieces
Clearer liquid

B—More tender
More liquid
Not discolored
Jar cleaner

C—Jar smeared, moldy
Liquid only half way up
Beans discolored, and too old
Easy bottom

A Set of Reasons

"I have placed this class of canned string beans A D B C.

"Looking at the class as a whole, I feel that all the jars are packed too closely for a non-acid vegetable.

"I placed A over D because it has the proper headspace—1/2" to 1" while in D some of the beans were nearly touching the lid thus interfering with processing by not allowing for expansion. Also, the liquid covers the beans while in D it doesn't quite cover and this has caused some beans to discolor.

"I placed D over B because the size of the beans was more uniform; those in B range from small to large. The product seemed tender, yet not overcooked, while in B the product was falling to pieces and causing the liquid to be cloudy.

"I placed B over C because the beans were

more tender and not coarse and tough as those in C. Even though the liquid doesn't quite cover the beans in B, there is considerably more liquid and fewer discolored beans than C where there is only a little liquid in the bottom. Also the jar has been washed well so that it appears more attractive than C.

"I placed C last because the beans are too old and coarse and the liquid is down entirely too far in the jar causing many beans to be dark and discolored. Also the jar is smeared and moldy looking, thus spoiling its appearance. C is very definitely the poorest in the entire class.

"This is why I have placed the canned string beans A D B C."

Steps in giving reasons—Note above that there are certain steps in giving reasons. These are outlined as follows:

1. Opening statement—give the name of the class and the order of placing. For example, "I placed the 'Color Schemes for a Girl's Room'—D A B C."

*2. Tell why one is placed over the next. For example, "I placed D over A because; A over B for the reason that; B over C since; and I placed C last for these reasons"

3. Closing statement—repeat the name of class and order of placing. For example, "So these are my reasons for placing the 'Color Schemes for a Girl's Room'—D A B C."

Here are some suggestions for Step 2.

—Always try to tell why one article is superior to the next.

—Bring out the outstanding differences between articles.

—Do not merely describe them.

* Step 2 is the most important; steps 1 and 3 merely serve as an introduction and summary and give a little finish to the manner of presenting the reasons.



Group Leader Giving Reasons to the Entire Club

—Try not to use the words “good” and “better” in making comparisons.

—Make the reasons short, snappy and definite.

—Almost always there are one or more general statements which can be made about the entire class. Usually these are given before beginning the comparisons. For example, “I think there is an outstanding first place in this class of table-setting because the first cover has been placed with no mistakes. In judging this class it is necessary to consider only the rules for correct table-setting as the china, glassware, silver and linen are the same type throughout the class.”

—Give justifiable criticism and admis-

sions regardless of placing. If something can be improved on the first placing article, be sure to state it. If an article placed down is superior in some respect to the one or ones above it, **admit** or recognize this fact when giving reasons.

The Person in Charge of Club Meeting Judging

Often the question is asked, “Who conducts or plans judging work for local club meetings?” Any of the following could be in charge: Local leader, mothers, assistant leader, older club members.

Sometimes club leaders wonder just how the assistant leader fits into the club picture or what she might do, or what part mothers might take, or how the interest of older

members can be maintained. Judging work is one of the answers. Any of these people could be in charge of the judging work for the year.

If the leader wants help in starting judging in her club, she should feel free to call upon the Home Extension Agent, Extension Specialist, or State 4-H Club Staff Member for help. One of these might be invited to a club meeting to show how to handle judging. Or these workers can help leaders at a county or community training meeting. Often some training in judging can be worked in with certain of the county events.

What to Judge and Where to Get Classes

It is a good idea to decide what to judge when making out the club program for the year. After the girls have chosen their project plans (C, B, or A) and have decided what to make, the club knows quite well what articles to have for judging. It is often helpful to leaf through all the pieces of club literature and see the various ideas which are possibilities for use in judging work.

Next, the leader will want to know where to get classes. Here are some suggestions:

Pictures, photographs, or drawings—Have each girl bring a picture or drawing

of a good and a poor example.

Articles already on hand—Have each girl bring something from home. From these two, three, or four could be selected for judging.

Practice pieces—Often girls will practice a certain technique before applying it to a garment or article. Each could bring her practice piece to the meeting for judging. If desired, a box with a slit in it may be placed by the door. As each girl arrives, have her drop the piece in the box. Then a committee of mothers can pick out a class.

Articles made-up for the purpose—Sometimes the persons in charge may know the errors often made. If so, they can make up a class purposely to show certain points.

Commercial articles or products—Stores are usually very cooperative in loaning articles for judging.

Finished articles or products—Each time the girls complete a garment, an article of home furnishing, or make some product in meal planning, they can bring it to the meeting for judging.

County judging kits—Clubs can cooperate in setting up county judging kits. Each club might loan a garment, article or product to be assembled into classes and kits for circulation from club to club. Oftentimes in counties having Home Extension Agents, leaders are able to borrow kits or classes from the agent.



Class of School Shoes Ready to be Judged

Judging Suggestions by Projects

Home Life	Meal Planning	Clothing	Food Preservation	Meat Identification
Room arrangements	Measuring cups Measuring spoons	Slips Aprons	Canned fruits and juices	Cuts of beef and veal
Sheets	Menus	Button-holes	Canned vegetables	Cuts of pork
Other bedding	Breakfast fruits	Mending	Canned soups	Cuts of lamb and mutton
Curtains	Cereals	Buttons	Canned meats and meat mixtures	Grades of beef
Bath-towels	Muffins	Shoes	Dried fruits	
Pictures	Baking powder	Undergarments	Dried vegetables	
Rugs	biscuits	Sewing equipment	Frozen foods	
Lamps	Toast	Styles	Stored vegetables	
Color schemes	Egg dishes	Selection of fabrics		
Table-setting	Beverages	School dresses		
Table-covers	School lunches	Blouses		
Children's toys	Table setting	Stitching		
Pillows	Yeast bread	Hems		
Dresser-covers	Rolls Cookies			

Judging at County Events

It is possible to do some judging work in connection with certain county events. The following ideas are suggestions:

Leaders' training meetings—At joint meetings and subject matter meetings leaders receive training that aids them in conducting judging in their own meetings. At these times leaders usually like to do some judging work themselves. This helps them to appreciate better the problems which girls have in judging.

Rally days and county picnics—Many new club members and parents of members attend these events, so it is a good idea to arrange some judging so those present know

what it is all about. This can be done very simply as:

1. Have two classes (for example, potatoes and shoes) arranged on tables near the registration table. After registering, members, parents and visitors can place the classes and either keep the placing or turn it in for scoring. As a part of the program, a club member, leader, or the county extension agent can give reasons on the classes, telling how they were placed and why.
2. Or a club could demonstrate how to carry on judging in a club meeting as a number on the program. In this case, one of the

members should be sure to state the placing and give a good set of reasons.

Help days—On these days, demonstration training is usually stressed. If time permits a judging practice can be held with the leaders acting as reasons judges, tabulators, etc.

Community, county, or district judging practices or schools—A judging school is one of the best ways for members and leaders to obtain some very thorough help and training in judging work. Usually the entire day is devoted to judging.

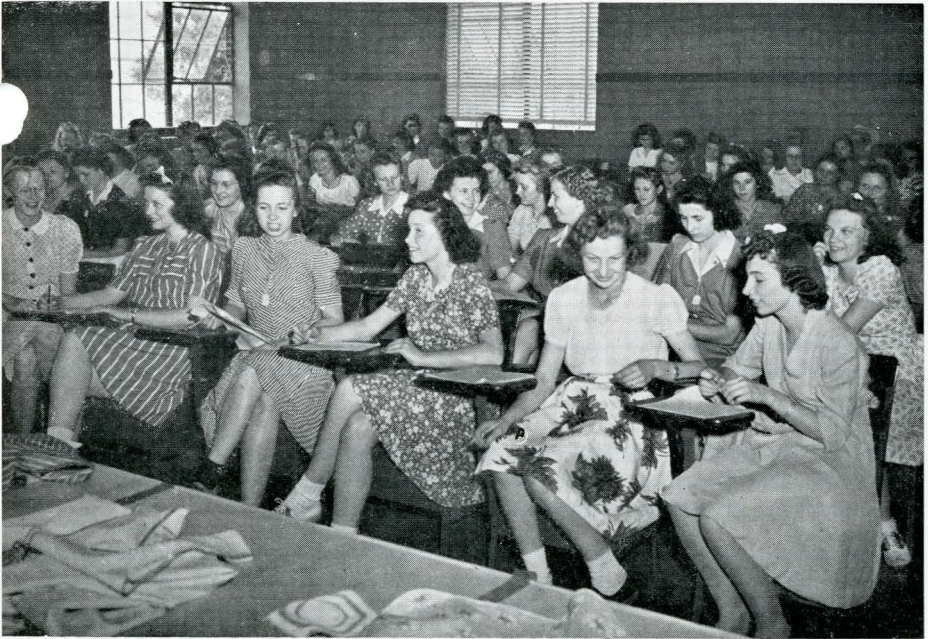
Community schools are conducted at some center in a county where three or four clubs can come without much extra traveling. Clubs can call upon county extension workers to conduct such schools.

When convenient, there may be county-

wide judging practices open to all the clubs in the county, and sometimes two or more counties go together for a district judging school.

At these schools or practices club members gain experience in judging three to six classes. Leaders have an opportunity to take charge of registration, scoring and tabulation; act as reasons judges or timekeeper; or can go through the practice with the girls if desired.

Judging schools are of great value and should be conducted whenever possible. Club members and leaders find a judging school especially helpful because they can center their attention on one thing. Girls enjoy the friendly competition in these events and appreciate the chances offered to make friends with other club members and leaders.



Over 100 Girls Participating in a Judging School

Outline for conducting a county or community-wide judging practice

Advance preparation

1. Select or prepare classes—four articles form a class. The articles should range in merit about as follows: Excellent, good, fair, poor.
2. Outline official placings and reasons. This is done by the individual in charge.

3. Gather supplies:

Tabulation blank

Number tags

Pins

Placing cards or papers (see page 13 for sample card)

Pencils

Judging bulletin

Tables on which to arrange each class to be judged

Score cards—for discussion beforehand

Sets of A, B, C, D—one letter for each article in a class

Timepiece

Tables for scoring placings

Seats arranged for all participants

Registration—participants do the following:

1. Sign name on tabulation blank.
2. Receive number and pin it on.
3. Receive placing cards (one for each class to be judged), pencils, score cards.
4. Seat themselves in order of numbers and begin study of score cards.

Advance Training

1. Discuss score card using a sample article or product.
2. Set up standards with literature or by discussion, if score cards are not available.

Instructions

1. Have each participant fill out a placing card for each class.
 - a. Number
 - b. Name of class
2. Divide into A, B, C, D, etc., groups and make out plan for moving groups from class to class. (See plan on page 16). Have each person put her group letter on her number tag.
3. Regulations of the practice

Time for judging—Ten minutes is given for placing each class and taking down notes for reasons. The participant should observe the entire class carefully and then place the articles first, second, third and fourth according to their qualities.

Using placing cards—Placing cards are prepared for the convenience of those judging. The capital letters A, B, C, D are used to designate the articles in a class. Each letter is on a small card and placed on the article. Girls enter the letters of articles on the placing card so as to indicate the placing. For example, a girl might place C, 1st; A, 2nd; B, 3rd; D, 4th. Each girl makes her own decisions. The back of the placing card may be used for notes.

PLACING CARD FOR JUDGING CONTESTS

Your number.....ONE (1).....

Class judged.....SCHOOL DRESSES.....

PLACING

1st	2nd	3rd	4th
C	A	B	D

Placing Score

Reasons Score.....

Time for reasons—Two minutes is allowed for each person in giving oral reasons on a class. A reasons judge is needed for each class for which reasons are required. Sometimes reasons may be written if desired.

No talking—Girls should not talk to each other during the practice. All questions should be directed to the person in charge. Any spare time should be used studying notes preparatory to giving reasons.

Send a Group to each Class and Have Them Judge

Give Instructions on How to Give Reasons—Demonstrate on a class that isn't being judged.

1. Name the class and give order of placing
2. Why one over the other?
 - a. Be sure to make comparisons
 - b. Give the reason for each statement
 - c. State justifiable criticisms
 - d. Bring out general points
3. Sum it up (repeat name of class and order of placing)

Continue Judging the Remaining Classes and Give Reasons

Move the groups in an orderly fashion from one class to another. (See plan on page 16)

Leader in Charge Give Correct Placings and Reasons

Reasons judges can pick members who are especially good to do this for the entire group.

Tabulate the Results

Tables for Scoring Placings of Judging Classes

The following key tables are to be used in scoring unequal combinations in which five (5) points represent a close placing or hard test of judgment, ten (10) points an easier placing, and fifteen (15) points a still wider spread.

I. When placing is made—A (15), B (10), C (5), D

1234—ABCD...100	2134—BACD...85	3124—CABD...65	4123—DABC...50
1243—ABDC...95	2143—BADC...80	3142—CADB...50	4132—DACB...40
1324—ACBD...90	2314—BCAD...60	3214—CBAD...50	4213—DBAC...35
1342—ACDB...75	2341—BCDA...30	3241—CBDA...20	4231—DBCA...10
1423—ADBC...80	2413—BDAC...50	3412—CDAB...20	4312—DCAB...15
1432—ADCB...70	2431—BDCA...25	3421—CDBA...5	4321—DCBA...0

II. When placing is made—A (15), B (5), C (10), D

1234—ABCD...100	2134—BACD...85	3124—CABD...75	4123—DABC...45
1243—ABDC...90	2143—BADC...75	3142—CADB...60	4132—DACB...40
1324—ACBD...95	2314—BCAD...65	3214—CBAD...60	4213—DBAC...30
1342—ACDB...80	2341—BCDA...35	3241—CBDA...30	4231—DBCA...10
1423—ADBC...75	2413—BDAC...45	3412—CDAB...30	4312—DCAB...20
1432—ADCB...70	2431—BDCA...25	3421—CDBA...15	4321—DCBA...5

III. When placing is made—A (10), B (15), C (5), D

1234—ABCD...100	2134—BACD...90	3124—CABD...60	4123—DABC...45
1243—ABDC...95	2143—BADC...85	3142—CADB...40	4132—DACB...30
1324—ACBD...85	2314—BCAD...65	3214—CBAD...50	4213—DBAC...35
1342—ACDB...65	2341—BCDA...35	3241—CBDA...20	4231—DBCA...10
1423—ADBC...75	2413—BDAC...55	3412—CDAB...10	4312—DCAB...5
1432—ADCB...60	2431—BDCA...30	3421—CDBA...0	4321—DCBA...5

IV. When placing is made—A (10), B (5), C (15), D

1234—ABCD...100	2134—BACD...90	3124—CABD...80	4123—DABC...35
1243—ABDC...85	2143—BADC...75	3142—CADB...60	4132—DACB...30
1324—ACBD...95	2314—BCAD...75	3214—CBAD...70	4213—DBAC...25
1342—ACDB...75	2341—BCDA...45	3241—CBDA...40	4231—DBCA...10
1423—ADBC...65	2413—BDAC...45	3412—CDAB...30	4312—DCAB...15
1432—ADCB...60	2431—BDCA...30	3421—CDBA...20	4321—DCBA...5

V. When placing is made—A (5), B (10), C (15), D

1234—ABCD...100	2134—BACD...95	3124—CABD...75	4123—DABC...30
1243—ABDC...85	2143—BADC...80	3142—CADB...50	4132—DACB...20
1324—ACBD...90	2314—BCAD...80	3214—CBAD...70	4213—DBAC...25
1342—ACDB...65	2341—BCDA...50	3241—CBDA...40	4231—DBCA...10
1423—ADBC...60	2413—BDAC...50	3412—CDAB...20	4312—DCAB...5
1432—ADCB...50	2431—BDCA...35	3421—CDBA...15	4321—DCBA...0

VI. When placing is made—A (5), B (15), C (10), D

1234—ABCD...100	2134—BACD...95	3124—CABD...65	4123—DABC...35
1243—ABDC...90	2143—BADC...85	3142—CADB...40	4132—DACB...20
1324—ACBD...85	2314—BCAD...75	3214—CBAD...60	4213—DBAC...30
1342—ACDB...60	2341—BCDA...45	3241—CBDA...30	4231—DBCA...10
1423—ADBC...65	2413—BDAC...55	3412—CDAB...10	4312—DCAB...0
1432—ADCB...50	2431—BDCA...35	3421—CDBA...5	4321—DCBA...5(0)

HOW TO USE THE TABLES FOR SCORING PLACINGS

In most judging classes the differences between articles vary. Two products might be very close with only one or two things putting one above the other. Still another two might have differences that are very easy to see. So before beginning the judging the individual in charge will find it necessary to decide upon the spread between articles so that the proper table can be selected for scoring.

Just for example, let us say in a class of dresser scarves that there were few differences between 1st and 2nd; a moderate or easier placing between 2nd and 3rd, and very noticeable differences between 3rd and 4th.

The person scoring would choose Table V

because the scores are calculated with a five point spread between 1st and 2nd, a ten point difference between 2nd and 3rd and fifteen points between 3rd and 4th.

Let us say also that the official placing happened to be C A B D. The next step would be for the scorer to assign each of the official letters a number, thus: C-1, A-2, B-3, and D-4. If a placing card came in as the example below (ACDB) the one scoring would put the proper number below each letter. In this case, it would be 2143. Then the scorer would go to Table V and hunt for that order of numbers. The placing score is given at the right—in this case it is 80. This score is then entered on the card in the blank opposite "Placing Score."

PLACING CARD FOR JUDGING CONTESTS

Your number TWO (2)

Class judged DRESSER SCARVES

PLACING

1st	2nd	3rd	4th
A	C	D	B
2	1	4	3

Placing Score 80

Reasons Score

SCORING REASONS

The reasons on a class are scored on the basis of 100. The reasons judge puts her score in the blank opposite "Reasons Score" on the placing card. The reasons judge listens to the girl and scores her, taking into consideration:

—Her ability to give accurate clear-cut

comparisons which justify her placings.

—How well she knows the essential qualities required in the class, based upon her knowledge of the score card—its divisions and their relative value.

—Whether or not she has a good mental picture of the class judged.

—How well she has organized her ideas and is able to state them in a clear-cut, brief manner.

—Her use of a varied descriptive vocabulary and of correct English.

It is well for the person in charge to outline the reasons beforehand so the reasons

judges can hold the outlines while listening to the girls.

Girls need plenty of practice in giving reasons so they can improve. They should take advantage of every opportunity to do so. They can practice on articles at home or articles noticed in stores.

PLAN FOR MOVING GROUPS IN A JUDGING PRACTICE OR CONTEST

Class-Clothing	TIME							
	9:30	9:40	9:50	10:00	10:10	10:20	10:30	10:40
Slips	A	D	G	C	F	B	E	
Shorts	B	E	A	D	G	C	F	
Dresses	C	F	B	E	A	D	G	
Shoes (no reasons given)	D	G	C	F	B	E	A	
REASONS—slips	none	A	D	G	C	F	B	E
REASONS—shorts	none	B	E	A	D	G	C	F
REASONS—dresses	none	C	F	B	E	A	D	G

Group Letter	Participants No.			
A	1	3	5	7
B	2	4	6	8
C	9	11	13	15
D	10	12	14	16

E	17	19	21	23
F	18	20	22	24
G	25	27	29	31

This plan shows the organization of participants into groups (odd numbers in one group, even in another) and the way they may be moved systematically, each group judging in turn and giving reasons without confusion or loss of time.

Each group is allowed 10 minutes for judging and giving reasons (two minutes for reasons for each individual in the group) with the time recorded at the top of each column. Example 9:30, 9:40, 9:50, 10:00, etc.

In the example above, reasons are not being given on the shoe class. Thus the group which has judged shoes continues judging as indicated at the top of the next column. Three judges are necessary since

reasons on three classes are being given.

Thus, while three groups are giving reasons each to a different judge, four other groups are judging and they change accordingly every 10 minutes. Should the practice or contest include more than 31 there might be a time when some groups would neither be judging or giving reasons.

Sometimes more than four are placed in a group to accommodate larger numbers. In this case, the time for judging should be increased about two minutes for each person added. If the judges are inexperienced, as many as six can be put in a group without increasing the ten minute period as beginners rarely use their full two minutes in giving oral reasons.

Judging Contests

Judging contests arouse interest in judging work and stimulate members' desires to put forth more effort:

—In acquiring a fund of subject matter information.

—In developing knowledge of high standards of workmanship and selection.

—In learning to express themselves in a clear-cut manner.

Clubs may hold judging contests; county or district contests may be used to select entrants for the state judging event. Oftentimes scores are kept at the various judging

practices. Then these scores together with the members' project records are considered in selecting the entrants.

The state judging event is conducted at the State Fair. Girls enrolled in Home Economics projects can enter any one of the following contests:

1. Contest for project in which enrolled:
 - a. clothing
 - b. meal planning
 - c. home life
2. Food Preservation
3. Meat Identification

Eligibility for State Judging Contests

The following rules are observed in selecting entrants:

1. Each county may enter in a particular contest, one team of two members (except meat identification where each county may enter two teams of two members).
2. Entrants must be 14 years old by January 1 of the current year.
3. Entrants must be in the third year or more of home economics club work (except meat identification where team members must be in the third year of either home economics or agricultural club work).
4. Entrants must have previously taken part in judging practices relating to the contest entered and report satisfactory work done along these lines (report submitted on "Individual 4-H Club Report" blanks).

5. Contestants in the state event are scored as usual on their placings and reasons and in addition are given a maximum of 200 points on the "Individual 4-H Club Report." Consequently, these records should be considered when selecting entrants in the county.

6. No entrant may take part in more than one contest in any one year.
7. Entrants must not have attended National Club Congress as delegates or must not have previously received a War Bond in the particular judging contest entered.

Although the two girls in a contest are called a team, each girl does her judging individually. However, the scores of the two are totaled to secure the county score.

**Basis for Scoring Individual 4-H Club Reports
in State Judging Contests***Maximum—200 points*

1. Present year's work—100 points
 - A. Project—50 points
 1. Growth of project
 2. Club meetings attended
 - B. Activities—50 points
(Maximum of 10 points on any activity)
 1. Demonstrations
 2. Judging
 3. Music and Recreation
 4. Health
 5. Conservation and Home Beautification
 6. Safety Activity
 7. Junior leadership
 8. Community service
 9. Dress Revue
 10. Jobs for Victory
 11. Personal Growth
 12. Rural Electrification
2. Previous years' work—100 points
 - A. Project—50 points
 1. Standard requirements
 2. Growth in project after first year
 3. Club meetings attended
 - B. Activities—50 points
Same activities as listed above
3. Attitude
(Deductions)

Tabulation Blank for Recording Judging Results

Contestant's Name	No.	Class I		Class II		Class III		Class IV		Total	
		*P	†R	P	R	P	R	P	R	Score	Rank

*P—Placing Score. †R—Reasons Score

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