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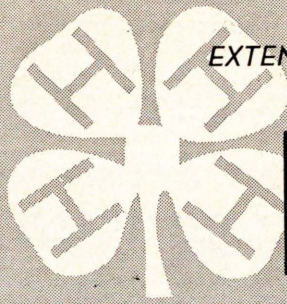
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LEARNING THROUGH JUDGING

FOR 4-H HOME ECONOMICS CLUB MEMBERS



Agricultural Extension Service

SOUTH DAKOTA STATE COLLEGE
U.S. DEPARTMENT OF AGRICULTURE

Learning Through Judging

For 4-H Home Economics Club Members

By
Marie Curry and Ima Crisman

What to Judge;

Judging is an every-day activity. A person judges every time a choice is made whether it is 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 reasons why, the ideas learned seem to "stick" and carry over into their own work.

What is Learned Through Judging?

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
- To learn good standards.

Club members like to judge; they enjoy the idea of matching their wits with someone else's thinking. They 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 work and that of other members.

Setting Up Standards

To do their best in judging, girls must 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 score cards then hear discussions from the person in charge, 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 on a blackboard or a placard the ideas of what to look for. The club can then discuss the statements and apply them to a garment, an article of home furnishings, a food product, or a preserved food.

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

What to Judge

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.

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 items, 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.

Who Takes 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 leaders, mothers, assistant leader, or 4-H junior leaders.

Sometimes club leaders wonder just how the assistant leader or junior 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 persons 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.



The local leader explains a comparison of a correct and incorrect place setting.

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. Having 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.

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.

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.

Here 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— $\frac{1}{2}$ " to 1" while in D some of the beans were nearly touching the lids 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."



These 4-H Club members are discussing the qualities of a good shoe for school use.

- *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. _____.

(*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.)

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, but make comparisons.
- 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 admissions 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.

Tables for Scoring Placings of Judging Classes

The following key tables can be used for scoring unequal combinations in which the smaller number of points represents a close placing or hard test of judgment; middle numbers an easier placing and the largest number of points a still wider spread.

I. When placing is made— 1 (1), 2 (4), 4 (10), 3

		A	B	D	C		
1243—ABDC	50	2143—BADC	49	4123—DABC	41	3124—CABD	11
1234—ABCD	40	2134—BACD	39	4132—DACB	27	3142—CADB	7
1423—ADBC	46	2413—BDAC	44	4213—DBAC	40	3214—CBAD	10
1432—ADCB	32	2431—BDCA	29	4231—DBCA	25	3241—CBDA	5
1324—ACBD	26	2314—BCAD	24	4312—DCAB	12	3412—CDAB	2
1342—ACDB	22	2341—BCDA	19	4321—DCBA	11	3421—CDBA	1

II. When placing is made— 2 (10), 3 (2), 1 (3), 4

		B	C	A	D		
2314—BCAD	50	3214—CBAD	40	1234—ABCD	36	4231—DBCA	27
2341—BCDA	47	3241—CBDA	37	1243—ABDC	31	4213—DBAC	25
2134—BACD	48	3124—CABD	28	1324—ACBD	26	4321—DCBA	17
2143—BADC	43	3142—CADB	13	1342—ACDB	11	4312—DCAB	5
2431—BDCA	42	3421—CDBA	22	1423—ADBC	16	4123—DABC	13
2413—BDAC	40	3412—CDAB	10	1432—ADCB	6	4132—DACB	3

III. When placing is made— 3 (4), 4 (1), 2 (10), 1

		C	D	B	A		
3421—CDBA	50	4321—DCBA	46	2341—BCDA	44	1342—ACDB	14
3412—CDAB	40	4312—DCAB	36	2314—BCAD	33	1324—ACBD	13
3241—CBDA	49	4231—DBCA	41	2431—BDCA	40	1432—ADCB	10
3214—CBAD	38	4213—DBAC	26	2413—BDAC	25	1423—ADBC	5
3142—CADB	29	4132—DACB	21	2134—BACD	18	1234—ABCD	8
3124—CABD	28	4123—DABC	16	2143—BADC	14	1243—ABDC	4

IV. When placing is made— 4 (5), 3 (5), 2 (5), 1

		D	C	B	A		
4321—DCBA	50	3421—CDBA	45	2431—BDCA	35	1432—ADCB	20
4312—DCAB	45	3412—CDAB	40	2413—BDAC	25	1423—ADBC	15
4231—DBCA	45	3241—CBDA	35	2341—BCDA	30	1342—ACDB	15
4213—DBAC	35	3214—CBAD	20	2314—BCAD	15	1324—ACBD	5
4132—DACB	35	3142—CADB	25	2143—BADC	10	1243—ABDC	5
4123—DABC	30	3124—CABD	15	2134—BACD	5	1234—ABCD	0

V. When placing is made— 2 (7), 1 (5), 4 (3), 3

		B	A	D	C		
2143—BADC	50	1243—ABDC	43	4213—DBAC	33	3214—CBAD	24
2134—BACD	47	1234—ABCD	40	4231—DBCA	25	3241—CBDA	19
2413—BDAC	45	1423—ADBC	31	4123—DABC	26	3124—CABD	17
2431—BDCA	37	1432—ADCB	16	4132—DACB	11	3142—CADB	5
2314—BCAD	39	1324—ACBD	25	4321—DCBA	10	3421—CDBA	7
2341—BCDA	34	1342—ACDB	13	4312—DCAB	3	3412—CDAB	0

VI. When placing is made— 3 (2), 2 (10), 1 (1), 4

		C	B	A	D		
3214—CBAD	50	2314—BCAD	48	1324—ACBD	28	4321—DCBA	25
3241—CBDA	49	2341—BCDA	47	1342—ACDB	17	4312—DCAB	15
3124—CABD	40	2134—BACD	36	1234—ABCD	26	4231—DBCA	23
3142—CADB	29	2143—BADC	23	1243—ABDC	13	4213—DBAC	11
3421—CDBA	38	2431—BDCA	34	1432—ADCB	4	4132—DACB	3
3412—CDAB	28	2413—BDAC	22	1423—ADBC	2	4123—DABC	1

How to Use Tables

In most judging classes the differences between articles vary. Two products might be very close with only one or two factors 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 canned peaches 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 chose Table 1 because the scores are calculated with a one point spread between 1st and 2nd, a four point difference between 2nd and 3rd and ten points between 3rd and 4th.

Let us say also that the official placing happened to be ABCD or 1234. If a placing card came in as the example below (BADC or 2143), the one scoring would go to the correct scoring table and hunt for that order of numbers. The placing score is given at the right—in this case it is 39. This score is then entered on the card in the blank opposite "Placing Score."

In using the Placing Card below, possible errors are eliminated. For each class judged, a different color card is used. The person judging decides which placing is correct and checks it (see sample). Each article in a class can be labeled with numbers or letters.



The girls above are placing a group of pictures in a home life judging contest.

Placing Card for Judging Contests

Your Number		13		Reasons Score	_____
Class	Canned Peaches			Placing Score	39
1 2 3 4	_____	3 1 2 4	_____		
A B C D	_____	C A B D	_____		
1 2 4 3	_____	3 1 4 2	_____		
A B D C	_____	C A D B	_____		
1 3 2 4	_____	3 2 1 4	_____		
A C B D	_____	C B A D	_____		
1 3 4 2	_____	3 2 4 1	_____		
A C D B	_____	C B D A	_____		
1 4 2 3	_____	3 4 1 2	_____		
A D B C	_____	C D A B	_____		
1 4 3 2	_____	3 4 2 1	_____		
A D C B	_____	C D B A	_____		
2 1 3 4	_____	4 1 2 3	_____		
B A C D	_____	D A B C	_____		
2 1 4 3	X _____	4 1 3 2	_____		
B A D C	_____	D A C B	_____		
2 3 1 4	_____	4 2 1 3	_____		
B C A D	_____	D B A C	_____		
2 3 4 1	_____	4 2 3 1	_____		
B C D A	_____	D B C A	_____		
2 4 1 3	_____	4 3 1 2	_____		
B D A C	_____	D C A B	_____		
2 4 3 1	_____	4 3 2 1	_____		
B D C A	_____	D C B A	_____		

Scoring Reasons

The reasons on a class are scored on the basis of 50. 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.

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. Contests 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 three 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.
5. No entrant may take part in more than one state contest in any one year.
6. Entrants must not have previously received a major award in the particular judging contest entered.

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

Plan for Moving Groups in a Judging Practice or Contest

	10 Minute Periods									
Class—Clothing	1	2	3	4	5	6	7	8	9	10
Slips	A	E	D	H	C	G	B	F		
Reasons		A	E	D	H	C	G	B	F	
Aprons	B	F	A	E	D	H	C	G		
Dresses	C	G	B	F	A	E	D	H		
Reasons		C	G	B	F	A	E	D	H	
Shoes	D	H	C	G	B	F	A	E		

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
H	26	28	30	32

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).

In the example above, reasons are not being given on the shoe and apron classes. The reasons judges are necessary since reasons on two classes are being given.

Thus while two 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 32 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.

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