HOME ECONOMICS EXHIBITS FOR COUNTY AND COMMUNITY FAIRS

By MABEL WILKERSON

URBANA, ILLINOIS
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| SCORE CARDS                                                   | 17   |
HOME ECONOMICS EXHIBITS
FOR COUNTY AND COMMUNITY FAIRS

By MABEL WILKerson, Assistant State Leader,
Home Economics Extension

It is assumed that the exhibits in the department of Home Economics at the county and community fairs are to be regarded as educational features. The purpose of exhibiting products of the home is to create, stimulate, and maintain a standard in those home-making activities which the exhibits represent—a standard in the selection and preparation of foods, a standard in the selection, construction, and decoration of household linens and clothing, and a standard in the sanitation and efficiency of equipment which may be made in the home.

The Home Economics exhibit also provides an opportunity for displaying household furnishings, equipment, and labor-saving devices obtained from commercial firms rather than from homes; thereby bringing to the attention of the visitors the available material in the market and aiding them in making a choice of equipment for the home. Also, thru the display of posters, panels, photographs, models, etc., much interest can be stimulated and information given regarding all subjects in which home-makers are directly interested.

THREE TYPES OF EXHIBIT

The chief function of a Home Economics exhibit is to interest and inform home-makers. In the creating of interest and the giving of information three distinct kinds of exhibits may be used.

First: The Contest, or Competitive, Exhibit. In this every interested woman in the community may have a share. Each brings to the fair for exhibit some product or products which she has made according to her best skill and knowledge. Usually the fair rules specify that the article shall have been made within the year's time. These articles are classified and judged according to an accepted score card based on a standard product. The articles are then displayed in proper groups according to their kind, with the one scoring the highest marked in a conspicuous way. Prizes are usually offered, but whether a prize is given or not the article scoring the highest is marked with a blue ribbon and the one scoring the next highest with a red ribbon.
In the competitive exhibit all grades of products may be exhibited, ranging from good to very poor, as is evidenced from the score cards. Presumably thru comparison of the score cards and of the products themselves exhibitors and visitors are informed to a certain extent of the qualities and appearance of a standard product, and this theo-

![Fig. 1.—A Competitive Exhibit: Loaves of Bread Cut Thru the Center and Scored for the Four Qualities: General Appearance, Flavor, Lightness, and Crumb. (See page 17 for copy of score card).](image)

retically should influence their future judgment. However, those who have made a point of observing the reaction of the visitors when viewing the exhibits know that the inferior article does not always teach the lesson of what not to do, nor does the standard product always influence judgment or create a desire to seek the information which would aid in making a standard product. A novel or unusual design on a linen towel, for instance, even when very badly executed and violating rules of design, may arouse more interest than the towel decorated in accordance with accepted standards and receiving first prize. For this reason the second type of exhibit, described below, is thought by many to have more educational value.

**Second: The Standard Display Exhibit.** In this kind of exhibit only those articles are displayed which have standard qualities to commend them. Seldom more than one of a kind is shown. For instance, an electric washing machine may be borrowed from some home or from some merchant simply for display purposes. Prizes are not offered for these exhibits, neither are they scored. Therefore a judge is not needed, as in the first type of exhibit, to pass judgment on the various articles after they are assembled; but a person qualified to judge of the value of these different articles is needed in the very beginning
to choose them for display. The good points which particularly recommend the various articles should be pointed out to the visitors. This may be done thru the use of placards, but better still by an explainer—someone who is competent to tell people of the efficiency, the points of value, and the cost of the particular thing. One great advantage in this type of exhibit is that pieces of equipment, materials, arrangement of equipment not generally known in the community

![FIG. 2—AN EXAMPLE OF THE STANDARD TYPE OF EXHIBIT: A DAY'S DIETARY FOR A CHILD OF FIVE](image)

**Breakfast:** 7:30 A.M.  
Orange  
Oatmeal served with milk  
Glass of milk  
2 slices of toast and butter

**Mid Morning Lunch:** 10:30 A.M.  
Glass of milk  
3 crackers

**Dinner:** 12:30 P.M.  
Celery soup, crackers  
Spinach  
1 slice bread and butter  
Baked custard

**Supper:** 5:30 P.M.  
Baked potato  
2 slices bread and butter  
Prunes  
Glass of milk

can be brought to the attention of the visitors; and when only those articles of a right standard are shown, the prospective buyers and users of the articles are less likely to choose those of an inferior grade. More than this, articles can be shown in relation to each other; as for example, by the use of screens or partitions a space can be provided wherein all the equipment of a laundry may be displayed, properly and efficiently arranged, or a display of successful methods and equipment for protecting woolen clothing against moths may be made.

This type of exhibit presents the opportunity for giving more information than the first. While in the first the attempt is made, thru contrast and competition, to give information that will enable people to know a standard product and an incentive to produce one, in the second type of exhibit standard products exclusively make up the display and the giving of information proceeds from that point. In the first type of exhibit, for example, in the foods department,
each particular food displayed is a unit within itself, showing something of the selection of materials and the preparation, no attempt being made to teach food values or to show the relation of one food to another. In the second type the foods display would start with standard products, and would show a table set with three well-chosen meals—breakfast, dinner, and supper—for a child of five, or perhaps a display of potatoes attractively prepared in ten different ways. In addition to the information so supplied, other information can be given by placards or, preferably, by an explainer who talks with the visitors, giving them further information concerning the display, such as right foods for a child of five, the right amounts to provide, the time of day when the food should be served, foods necessary to the growth of the child, foods in relation to each other, etc.

For a long time foods have been the predominant display at fairs, and while right foods are fundamental to the welfare and happiness of the family, there are other phases of home-making which deserve more consideration than they are now receiving.

At the present time there is much demand by home-makers for information concerning the furnishing of their homes, and since the opportunities in the small towns and rural communities are decidedly limited in this field, a good display in home furnishings at the county fair would prove of inestimable value. Such a display would naturally fall in the second, or standard, exhibit. Household linens could be displayed as they would actually be used, and would create more interest than they do in the competitive exhibits. Also better standards could be set for the decorating of these linens.

**Third: The Interpretive Exhibit.** In this type of exhibit charts, posters, maps, panels, sketches, and photographs are used to present or interpret facts and ideas. Instead of displaying the actual materials and depending on score cards or an explainer, or on the observation of the display itself to give information, the third type depends upon the use of printed words, pictures, or graphs to present or interpret information. The greatest point of difference, however between this type of exhibit and the other two types is that the effect of rightly applying the information gained thru experiments, research, or general observation, or of wrong practices, poor judgment, or inadequate information, can be shown in a manner that not only is easily understood by the general public, but that impresses itself vividly thru the sense of sight. Even the unimaginative are informed, for little is left for the imagination to supply.
For health information the third type of display is excellent. Posters showing the obnoxious habits of the house fly would influence far more people to adopt measures for their eradication than would dozens of homemade fly-trap entries in the competitive exhibits. One type of exhibit serves to bring out and emphasize the other types, and the committee responsible for exhibits is urged to make use of all three types, but particularly of the second and the third.

Some very excellent material of the poster and panel type has been prepared by various organizations, such as the National Child Welfare Association, the State Department of Public Health, and the State University. These may be secured at small cost or as loan exhibits.

ARRANGEMENT OF DISPLAYS

At least fifty percent of the educational value of an exhibit depends upon its arrangement, and for this reason time and thought must be given to this important part. Usually no consideration is given to the placing of the materials until they are assembled just before the opening of the fair; then insufficient time prevents the formulating or the working out of a plan, and good results are left to chance.

Plans for the arrangement of the exhibits both as separate dis-
plays and as a whole should begin as soon as their nature and scope are decided upon.

A floor plan of the exhibit room or hall, drawn accurately to measure, with all openings, such as windows and doors, indicated will prove most helpful. On this plan the amount of floor space which will be allotted to each exhibit can be set off, and tentative plans can be made for accommodating the three types of exhibit material.

Before proceeding further with plans, it is to be remembered that:

1. Exhibits should be so arranged that there is a one-way line of travel. This does away with much confusion and congestion and prevents visitors from missing exhibits.

2. Exhibits should not be placed near entrances or exits. Careful planning should be done so that congestion or crowding at these points may be avoided.

3. Material should not be crowded. A generous use of space to separate units or ideas means that visitors actually see more, remember more, and are less tired.

4. Material in each exhibit group should be so placed that there is a starting point and a logical arrangement for carrying the idea to a conclusion.

5. Exhibits should be placed on a level with the eye when possible and never lower than 20 inches from the floor nor higher than seven feet.

6. Exhibits should be so placed that they are not concealed by the front row of visitors. This can be accomplished most effectively by placing a railing a short distance in front of the displays, which prevents people from standing close to the exhibits and thereby cutting off the view of those immediately behind them.

7. Every exhibit profits by a proper background.

8. Wall exhibits should not be placed so that they are partially concealed by the table exhibits.

Arrangement of Competitive Exhibits

1. Entries which have been disqualified and entries which are not included in the premium lists should not be displayed.

2. The background for the displays should be white, light yellow, or buff and of course spotlessly clean. Buff manilla wrapping paper is very good for background covering, and is always available. It may be neatly tacked on walls or tables or attached with a minimum amount of paste or pieces of gummed tape.

Foods

a. Display all baked foods in fly-proof show cases.
b. Display canned foods on shelves.

c. Group like foods in units, with sufficient space between the groups so that each stands out as a definite unit. For instance, in the cake exhibit, angel food cakes may form one unit, layer cakes another, and fruit cakes another. Likewise, in the jelly exhibit, currant jelly should be grouped in one unit, grape jelly in another, and apple in another, with sufficient space between the groups to definitely separate them.

d. Mark each unit in the display with placards so placed that they definitely belong to the unit which they label. This helps visitors to appreciate the extent of the exhibit and also to find the one in which they are most interested.

Textiles

a. House dresses and children’s dresses should be displayed on coat hangers and hung against the wall.

b. Underwear and household linens should be displayed on counters or tables. Tables should be raised 6 or 8 inches. The decoration of these articles needs to be seen at close range.

c. Underwear, household linens, and children’s garments should be folded so that a representative amount of the design is visible. Like articles should be displayed in groups with spacing between the groups. Articles within the group may be arranged in a tier, one overlapping the other about two-thirds of its length. Each group should be labeled, the label being placed preferably at the back of the group.

Arrangement of Standard Display Exhibits

1. The background should be as representative as possible. For instance, laundry equipment should not be placed on a rug, neither should canning equipment be placed on an ironing board.

2. Limit each exhibit to a single idea. As in the canning equipment display, the entire display is built around one central thought and is designed to show the home-maker the type of canning equipment which is practical, time-saving, and efficient for her needs. Contrasted with this is the display that shows over sixty pieces of equipment, suggesting dozens of activities, no one of which is developed or directed to a definite end. The whole effect is confusing and without point.

3. Placard each exhibit and any article in the exhibit if its use is not entirely evident.

4. Place placards where they are easily seen and where they do not conceal any part of the exhibit.
FIG. 4.—AN EXAMPLE OF A POORLY ARRANGED COMPETITIVE EXHIBIT

The above display is orderly in its arrangement, but in passing it the attention must constantly shift from fresh vegetables to canned products, then to garments, and back again. The top row of garments is too high to be seen, and all garments are too far away for comparison of workmanship.

With the addition of one shelf, the same materials could have been displayed in three distinct groups, with like articles within the group arranged in units. See Fig. 5.

FIG. 5.—A WELL ARRANGED COMPETITIVE EXHIBIT

The above display is not only orderly but is so arranged that like products form groups or units. The number of entries in each unit is evident at a glance, and a comparison of the products within the units is easily made.
Fig. 6.—A Well Selected and Arranged Equipment Display

All the objects in this display combine to emphasize one idea. The exhibit is designed to show the home-maker the type of canning equipment which is practical, time-saving, and efficient for her needs. The entire display is built around one central thought, and as an exhibit is excellent for unity and for educational value.

Arrangement of Interpretive Exhibits

1. Panels, posters, photographs, maps, etc., are best displayed on walls or screens.

2. A background should be provided which will best set off the display material, and it should always be plain. It is well to remember that dark colors in large masses absorb much light.

3. Exhibits should be separated from each other by a very generous amount of space.

4. Posters of the following sizes, or larger, are best suited for exhibit purposes: 17x28 inches; 22x28 inches; 14x22 inches; 18x33 inches. Posters should be arranged to read from left to right, and should be placed so that they are on a level with the eye.

5. There should be but one idea to a poster or panel and never more than sixteen panels on one subject.
FIG. 7.—A COMMON TYPE OF CONFUSED, INEFFECTIVE EQUIPMENT DISPLAY

Over sixty articles are shown in this household equipment display. The effect is confusing to the eye, and the interest is not directed to any definite end. No effort has been made to show the practical value of this equipment in the home or to influence choice in buying new equipment. The rug is quite out of place.

Making Posters

The following suggestions are offered to those who wish to make posters for the local exhibit:

a. Have only one idea or thought to a poster.
b. Use the fewest words possible. One of the most effective war posters had only two words: “Save Food.”
c. Color attracts attention to the posters. However, it can very easily be overdone. Use it, but use it sparingly.
d. Keep wide margins; make the bottom margin the widest, the top margin slightly narrower, and the two side margins narrowest of all.
e. Do not use hand-lettering unless it can be very well done. Gummed letters in different sizes may be obtained for the lettering on posters or signs, for titles for booths or exhibits, for placards, or for labels for objects. Two different sizes of letters should be provided when more than two or three words are used,
for posters made up entirely of capitals of one size are difficult to read and are less attractive.

f. Photograph and camera pictures, unless made from good sized plates, need to be enlarged. They should be mounted with generous margins, leaving space for an explanation at the bottom. The minimum size of picture which may be used is approximately 6x9 inches. Larger pictures can be used more advantageously, for they are seen more readily and at a greater distance.

**ORGANIZATION**

**Announcements**

Announcement of the general features of the fair, premium lists, score cards which will be used, prizes and rules for exhibitors should be made in the various county papers early in the year in order that materials may be made for exhibit by those interested; and as early as possible, the fair booklet giving all necessary information should be published and distributed.

It is of particular advantage to have the score cards published in the county papers some time in advance of the fair time if for no other reason than to give the prospective competitors a knowledge of the points by which the articles are to be judged. However, the publishing of the score cards does more than this in that it states the various qualities which the products should possess, thereby making the exhibitors more discriminating in the products which they offer for display.

The knowledge that the materials are to be scored so that each exhibitor may be informed of the merits of her product, may prove the incentive to many women to make entries, who would not otherwise be interested.

**Committees**

At an early date the superintendent or chairman of the department should appoint her committees so that all plans can be made in plenty of time for a careful working out of the physical make-up of the exhibit.

The superintendent should appoint the following three committees and clearly outline their respective duties. However, it must be understood that the responsibilities connected with a fair are of such a character that no one committee can work independently of
This chart attracts attention and avoids waste. With a supply of form cards at hand, interested individuals are given the opportunity to leave their names and addresses and receive the desired publications direct from the University.

The others. Frequent consultation and the closest cooperation is necessary for a successful outcome of the plans.

A committee on exhibits that will be responsible for the kind of displays which will be featured and the extent of the exhibits;
for making arrangements for securing materials; and for actually having the materials ready for display.

A committee on displays that will be responsible for arranging the exhibits, securing equipment, such as tables, show cases, screen partitions, etc.; for the decoration of booths or hall; and for providing adequate assistance for carrying on the routine work incident to the fair, such as keeping things about the exhibits orderly and in place, opening cans, cutting cakes and bread, and replacing exhibits after the scoring is done.

A committee on general arrangements that will be responsible for securing one or more judges, and as many explainers as are necessary to take care of the exhibits; for securing hostesses for each day of the fair who will help direct the visitors; and for the publicity work, which should be done thru as many mediums of advertising as the finances of the fair will permit.

Judging

The responsibility for judging should not be given to any but a home economics trained person, if the greatest amount of educational benefit is to be derived from the judging.

Two Judges Usually Necessary. It is usually necessary to have two judges; one for the foods department and one for the textile department, principally because of the time element involved. Visitors should see the exhibits after the judging is done; and because in most cases articles can be brought only a short time before the fair opens, sufficient help in judging should be provided so that exhibits will be ready for visitors at the earliest possible time.

When the exhibits are few in number and it is possible to find one person qualified to score the entries in both departments, there might be no need for considering more than one judge. The committee should engage two or more women to assist the judge, should provide adequate equipment such as tables, knives, a high stool, etc., and should also provide a sufficient number of printed score cards so that the judge may attach to each article entered its score card fully made out and totaled.

The Score Card. The score card is an analysis of the product itself, with the different qualities or component parts each noted at a certain percentage, a standard product being used as the basis for comparison.
Thus in the case of bread, judgment is based upon four different qualities: *general appearance*, *flavor*, *lightness*, and *crumb*. Each of these general qualities is further analyzed so that there will be no misunderstanding of the meaning of the term. *General appearance* includes size, shape, and crust. The size and shape are compared to a standard loaf, also the character and depth of the crust. *Flavor* is made up of both odor and taste. *Lightness* is determined by the relation of the size of the loaf to its weight. In considering the *crumb*, its texture, color, and grain are analyzed. It is coarse or fine, tough or tender, moist or dry, elastic or non-elastic? To a trained person the term *color* is self-explanatory. By grain is meant the size and evenness of the holes.

*The Judge Also a Giver of Information.* The judge should remain during the time when the exhibit rooms are open, to answer questions regarding the scoring of the products, the points considered, and the reasons for the failure or the success. Much information can thus be disseminated, and it is here particularly that a home economics trained person is needed, for thru the answering of questions which the interest in the exhibit has stimulated a definite piece of informal educational work can be done.

A good bread maker may be a good judge of bread, but unless she has had foods training she cannot tell the other bread makers wherein they failed to make a loaf up to the standard of hers. An opportunity for giving information and translating it to the needs of a particular housekeeper will not be lost if a trained person is present to answer these questions.
Bread.—Loaves of bread presented for entry should be of fairly uniform size (about 3x3½x8¼ inches), baked in individual pans to insure thorough baking. Each loaf should be at least 24 hours old.

YEAST BREADS

General appearance ——————————————————— 20
Size (5)
Shape (5)
Crust (10)
Color
Character
Depth
Flavor ———————————————————— 35
Odor
Taste
Lightness ———————————————————— 15
Crumb ———————————————————— 30
Character (20)
Coarse—fine
Tough—tender
Moist—dry
Elastic or not
Texture
Color (5)
Grain—distribution of gas (5)

QUICK BREADS

General appearance ——————————————————— 15
Size
Shape
Crust
Flavor ———————————————————— 50
Texture ———————————————————— 35
Lightness
Lack of moisture
Tendency to crumble

1Isabel Bevier. "Some Points in the Making and Judging of Bread." Univ. of Ill. Bul. No. 25, Vol. X.
COOKIES

General appearance ........................................ 15
   Shape
   Uniformity
   Uniformity
Flavor ....................................................... 40
Texture and grain .......................................... 25
Baking and crust .......................................... 20

100

DOUGHNUTS

General appearance ........................................ 15
   Size
   Shape
   Uniformity
Texture ..................................................... 30
Flavor ...................................................... 40
Grain of crust ............................................ 5
Freedom from excess fat ................................ 10

100

SPONGE CAKES

Entries of sponge, sunshine, or angel food cakes should not be iced.

General appearance ......................................... 10
   Color
   Shape
Flavor ...................................................... 40
Lightness ................................................... 10
Crumb ........................................................ 30
   Tendency to crumble
   Moisture
   Tenderness
Crust ........................................................ 10

100

FRUIT CAKES

Entries of fruit cake should not be iced.

General appearance ......................................... 15
   Shape
   Size
   Crust
Flavor ...................................................... 45
Crumb ........................................................ 40
   Texture (30)
   Moisture (10)

100
## BUTTER CAKE
*(Loaf or Layer)*

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<th>Score</th>
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<tbody>
<tr>
<td>General appearance</td>
<td>10</td>
</tr>
<tr>
<td>Flavor</td>
<td>30</td>
</tr>
<tr>
<td>Lightness</td>
<td>10</td>
</tr>
<tr>
<td>Texture and grain</td>
<td>25</td>
</tr>
<tr>
<td>Moisture</td>
<td></td>
</tr>
<tr>
<td>Tenderness</td>
<td></td>
</tr>
<tr>
<td>Crust</td>
<td>10</td>
</tr>
<tr>
<td>Filling</td>
<td>15</td>
</tr>
<tr>
<td>Texture</td>
<td></td>
</tr>
<tr>
<td>Flavor (choice as to blending with taste of cake)</td>
<td></td>
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<tr>
<td></td>
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## CANNED MEATS

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<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance of pack</td>
<td>10</td>
</tr>
<tr>
<td>Proportion of meat to broth</td>
<td>20</td>
</tr>
<tr>
<td>Texture</td>
<td>30</td>
</tr>
<tr>
<td>Flavor</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>100</td>
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## CANNED VEGETABLES

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Vegetable</td>
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</tr>
<tr>
<td>Condition of product chosen for canning</td>
<td>15</td>
</tr>
<tr>
<td>Condition of finished product</td>
<td>20</td>
</tr>
<tr>
<td>Color</td>
<td>15</td>
</tr>
<tr>
<td>Flavor</td>
<td>35</td>
</tr>
<tr>
<td>Pack</td>
<td>15</td>
</tr>
<tr>
<td>Neatness and uniformity</td>
<td></td>
</tr>
<tr>
<td>Proportion of vegetable to liquid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
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## PLAIN VEGETABLE PICKLES

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<tr>
<td>Color</td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td></td>
</tr>
<tr>
<td>Shape</td>
<td></td>
</tr>
<tr>
<td>Uniformity of pack</td>
<td></td>
</tr>
<tr>
<td>Flavor</td>
<td>35</td>
</tr>
<tr>
<td>Amount of acidity</td>
<td></td>
</tr>
<tr>
<td>Amount of salt</td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td>35</td>
</tr>
<tr>
<td>Crisp and firm, not tough or soft</td>
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</tr>
<tr>
<td>Proportion of pickle to liquid</td>
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## SWEET FRUIT PICKLES

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Fruit</td>
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<td>Appearance</td>
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<td>Flavor</td>
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<tr>
<td>Texture</td>
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</tr>
<tr>
<td>Sirup</td>
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</tr>
<tr>
<td>Clearness</td>
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<tr>
<td>Consistency</td>
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100

## RELISHES

<table>
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<tbody>
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<td>Choice and proportion of materials</td>
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<tr>
<td>Size and uniformity of pieces</td>
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<td>Flavor</td>
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<tr>
<td>Texture</td>
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<td>Color</td>
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## CANNED FRUIT

<table>
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<th>Weight</th>
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<td>Fruit</td>
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<td>Condition</td>
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</tr>
<tr>
<td>Color</td>
<td>10</td>
</tr>
<tr>
<td>Flavor</td>
<td>30</td>
</tr>
<tr>
<td>Sirup</td>
<td>30</td>
</tr>
<tr>
<td>Color</td>
<td>5</td>
</tr>
<tr>
<td>Clearness</td>
<td>5</td>
</tr>
<tr>
<td>Quality</td>
<td>10</td>
</tr>
<tr>
<td>Flavor</td>
<td>10</td>
</tr>
<tr>
<td>Pack</td>
<td>20</td>
</tr>
<tr>
<td>Uniformity of pack</td>
<td>10</td>
</tr>
<tr>
<td>Proportion of fruit to sirup</td>
<td>10</td>
</tr>
</tbody>
</table>

100

## PRESERVES

The preserved product should retain as nearly as possible the original shape, appearance, and flavor of the fresh fruit. Two essentially different parts can be distinguished; the fruit and the juice.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td>60</td>
</tr>
<tr>
<td>Condition and color</td>
<td>10</td>
</tr>
<tr>
<td>Flavor</td>
<td>25</td>
</tr>
<tr>
<td>Texture</td>
<td>15</td>
</tr>
<tr>
<td>Uniformity of pack</td>
<td>10</td>
</tr>
<tr>
<td>Juice or sirup</td>
<td>40</td>
</tr>
<tr>
<td>Clearness and color</td>
<td>10</td>
</tr>
<tr>
<td>Flavor</td>
<td>15</td>
</tr>
<tr>
<td>Consistency</td>
<td>10</td>
</tr>
<tr>
<td>Proportion of juice</td>
<td>5</td>
</tr>
</tbody>
</table>

100
CONSERVES AND MARMALADES

A conserve is a preserve made from a mixture of fruits. However, there is a much larger proportion of fruit to sirup than in a preserve, and nuts are usually added. Marmalade may be made from one fruit only or from a mixture of fruits.

Evenness of distribution of material ........... 15
Flavor ........................................ 35
Consistency and texture ........................ 25
Clearness of fruit .............................. 15
Color ........................................... 10

JELLY

"Ideal fruit jelly is a beautifully colored, transparent, palatable product obtained by so treating fruit juice that the resulting mass will quiver, not flow, when removed from its mold; a product with texture so tender that it cuts easily with a spoon, and yet so firm that the angles thus produced retain their shape; a clear product that is neither sirupy, gummy, sticky or tough; neither is it brittle and yet it will break, and does this with a distinct, beautiful cleavage which leaves sparkling characteristic faces. This is that delicious, appetizing substance, a good fruit jelly."

Texture ..................................... 40
Flavor ........................................ 25
Clearness .................................... 15
Color .......................................... 10
Appearance of container ...................... 10

Size, Label, Cover

100

JAMS AND BUTTERS

Jams are made from whole fruits, usually the small ones, so prepared as to give a homogeneous mixture. Butters are made from fruits which contain a larger proportion of fleshy material and the seeds and skins are discarded. This mixture is smoother than the jam mixture.

Homogeneity, or smoothness ...................... 25
Flavor ........................................ 35
Consistency and texture ........................ 30
Color ........................................... 10

100

3N. E. Goldthwaite, "The principles of Jelly-making" Univ. of Ill. Bul. No. 31, Vol. XI.
HOMEMADE CANDIES

The following score may be used for all fondant or soft candies. An entry should consist of one-half pound box of any variety.

Appearance of pack .......................... 10
Size of pieces .................................. 10
Shape of pieces .................................. 10
Texture .......................................... 15
Color ............................................ 10
Flavor .......................................... 45

100

BUTTER

Flavor .......................................... 45
Body ............................................ 25
Color ........................................... 15
Salt .............................................. 10
Package ........................................ 5

100

CHEESE

Flavor .......................................... 50
Body and texture .............................. 25
Color ........................................... 15
General appearance ........................... 10

100

SCHOOL LUNCH BOX

General outward appearance ................. 10
Neatness of package

Packing ........................................ 15
Neatness
Arrangement
Separate wrapping

Selection of food ............................. 40
Suitability
Food Value
Attractiveness

Quality and preparation of food ........... 35

100
HOME ECONOMICS EXHIBITS

HAND WORK

Suitability of article to purpose 30
Suitability of materials 20
   Fiber
   Weave
   Size of thread
   Color

Design 25
   Adaptation of design to area decorated
   Conformity of design to flat surface
   Conventionalization
   Appropriateness of design to material
   Subordination of design to purpose of article
   Quality of rhythm, harmony, balance

Workmanship 25
   Stitch
      Beginning
      Joining
      Finish
      Tension
      Size
   Accuracy in execution
   Cleanliness
   Pressing

100

PATCHING AND DARNING

Materials 40
   Suitability of material applied (30)
      Weight
      Weave
      Design
      Color
   Kind and weight of thread (10)

Workmanship 60
   Method (15)
   Stitch (15)
      Size
      Tension
      Direction
   Accuracy (15)
      Matching of weave
      Matching of design
   Neatness of finish (15)

100
<table>
<thead>
<tr>
<th>GARMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suitability of garment to purpose</strong></td>
</tr>
<tr>
<td>Material (20)</td>
</tr>
<tr>
<td>Hygienic quality</td>
</tr>
<tr>
<td>Wearing quality</td>
</tr>
<tr>
<td>Suitability to purpose and individual</td>
</tr>
<tr>
<td>Texture</td>
</tr>
<tr>
<td>Weave</td>
</tr>
<tr>
<td>Design of fabric</td>
</tr>
<tr>
<td>Color</td>
</tr>
<tr>
<td><strong>Design (30)</strong></td>
</tr>
<tr>
<td>Suitability to individual</td>
</tr>
<tr>
<td>Line</td>
</tr>
<tr>
<td>Proportion</td>
</tr>
<tr>
<td>Harmony</td>
</tr>
<tr>
<td>Color</td>
</tr>
<tr>
<td>Hygiene</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
</tr>
<tr>
<td>Pattern lines (15)</td>
</tr>
<tr>
<td>Finishes (20)</td>
</tr>
<tr>
<td>Stitching</td>
</tr>
<tr>
<td>Seams</td>
</tr>
<tr>
<td>Gathers</td>
</tr>
<tr>
<td>Binding</td>
</tr>
<tr>
<td>Facings</td>
</tr>
<tr>
<td>Hems</td>
</tr>
<tr>
<td>Fastenings</td>
</tr>
<tr>
<td>Ease of adjustment (5)</td>
</tr>
<tr>
<td>General appearance (10)</td>
</tr>
<tr>
<td>Cleanliness</td>
</tr>
<tr>
<td>Pressing</td>
</tr>
</tbody>
</table>

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**Note.**—With this publication, the Extension Circulars, as a distinct series of the College of Agriculture, are merged into a series which will be inclusive of both the circulars of the Experiment Station and those of the College. The numbering of the combined series continues from the numbering of the Station series. The Extension series is discontinued with No. 45.