

**ENVIRONMENTAL EDUCATION/EARTH SCIENCES
DEPARTMENT D - CONSERVATION AND WILDLIFE**

Dress Code - 4-H'ers will wear blue jeans, white shirt, or blouse that is long enough to be tucked in with a 4-H emblem. A 4-H tee shirt with sleeves, a 4-H emblem on the pocket or blouse front or a 4-H arm band will be acceptable. Hard soled shoes or boots must be worn for all the 4-H livestock shows. No hats or other headgear except for western hats during the horse show.

This year this attire will be the policy for interview judging, livestock shows, livestock auction, and award ceremonies. Shooting Sports will wear their attire for their events and awards.

Failure to comply with this policy will result in loss of premium money and awards. Superintendents and fairboard members will enforce this policy.

**DIVISION 310 -SCHOOL
ENRICHMENT – WATER RESOURCES POSTER
CLASSES**

Class 1 (D 310 1) - The Water Quality Poster Display Consists of those submitted for state- level competition through the "Water Riches" 4-H School Enrichment Program. Posters are on display only. Recognition will include a participation ribbon.

PREMIUMS:

Purple - \$2.00	Blue - \$1.75
Red - \$1.50	White - \$.75

DEPARTMENT D - FORESTRY

GENERAL INFORMATION

The official reference for all forestry projects is the Tree Identification Manual (4-H 332). Other helpful forestry references include Trees of Nebraska (EC 92-1774-X). Leafing Out (4-H431) and Plant A Tree (EC 17-11-80).

Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or masonite, 1/4" to 1/2" thick and no larger than 24" x 24". Display boards may be coated, e.g. painted or varnished on both sides to prevent warping, buckling and be no larger than 24" x 24".

Display "posters" must be made from a material, e.g. foam board, or posterboard that will stand upright without bucking and be no larger than 24" x 24".

Display "books" must measure no more than 16" x 16".

At least 5 of the 10 samples in Class 2,3,4, and 6 exhibits must be from the list of 60 species described in 4-H 332. If more than 10 samples are included in a display, only the first 10 samples of the current year will be judged. All samples must be from trees, NO shrubs. The 10 samples to be judged must be from 10 different tree species, e.g. Emerald Queen Maple and Crimson King Maple are both varieties of Norway Maple, but have the same genus and species name. I.e. Acer platanoides.

Remember that other general labeling standards apply. For example, scientific names are always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate complete scientific names (Genus and species) and common names (e.g. Norway maple) even when "variety names" are included. For example, the scientific names of Emerald Queen Maple is Acer platanoides and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required.

DIVISION 320 - FORESTRY

Refer to the TREE IDENTIFICATION MANUAL (4-H 332) for detailed instructions of all forestry projects (except "Living Tree Display" described below).

CLASSES

Class 1 (D 320 1) - Design Your Own Exhibit -

Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, forest fire, forest products, forest wildlife, or forest pests.

The only requirements is that the display must be no larger than 24 inches by 24 inches by 24 inches. You

can use photographs, drawings, samples, charts, posters, etc. Include enough information to adequately explain the topic. Be as creative as you like.

Class 2 (D 320 2) - Leaf Display - The leaf display must include samples of “complete leaves” from at least 10 different tree species. The display must include at least two samples each of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried, and mounted.

Collection - Whenever possible, collect leaves from mature trees. The leaf samples should also be mature, representative of the average leaves on the tree, and in good condition. Keep in mind that shaded leaves often are much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis (if compound) intact. If twig material is included in the display sample, as with an eastern redcedar twig where leaves are very small, indicate this on the sample label. Collect leaves any time after they have reached full size, usually beginning in early summer.

During collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection.,

Mounting - Leaves may be displayed in a notebook or on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags may be used to mount leaves, but be sure all their features can be clearly identified.

Labeling- Refer to 4-H 332 for labeling specifications. The label for each samples must include:

- 1) common name
- 2) scientific name
- 3) leaf type
- 4) leaf arrangement (for broadleaf trees)
- 5) leaf composition (for broadleaf trees)
6. exhibitor’s name
7. collection date
8. collection location (be specific, including county and other relevant information).

Class 3 (D 320 3) - Twig Display - The twig display must include twig samples from at least 10 different tree species. The display must include at least two samples each of both opposite and alternate leaf arrangements from broadleaf trees.

Collecting - The best time to collect twig samples is during the dormant season. Twig samples must be at least 6 inches long including the terminal end, contain buds, be in good condition, and not include any leaves or petioles. Side branches should be trimmed to less than 1 inch.

Mounting: Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags, may be used to mount twigs, but be sure all their features can be clearly identified. Be sure to cut the non-terminal end at a slant so the pith can be seen.

Labeling: The label for each sample must include:

- 1) common name
- 2) scientific name
- 3) leaf arrangement (for broadleaf trees)
- 4) exhibitor’s name
- 5) collection date
- 6) collection location (be specific - include county and other relevant information)

Class 4 (D 320 4) - Seed Display -The seed display must include seed samples from at least 10 different tree species.

Collection: Tree seeds should be collected at the time of year when they are ripe, which varies widely dependng upon tree species. For example, Silver maple seeds ripen in May while red oak acorns do not ripen until September. Try to collect seeds that are free of insect or disease symptoms. Remember to display the seeds, and not the fruit. For example, remove and display the seed from a honey locust pod, not just the pod itself. It is acceptable to display the fruit with the seed, but clearly label each.

Mounting: Seeds may be displayed in a variety of ways, as long as they are securely mounted and easily viewed. For example, seeds might be mounted on a display board or displayed in jarss in a rack. Be as creative as you like.

Labeling: The label for each sample must include:

- 1) common name
- 2) scientific name
- 3) type of fruit, if known (e.g. - samara, pod or legume)

- 4) exhibitor's name
- 5) collection date
- 6) date collected
- 7) collection location (be specific, including county and other relevant information).

Other supporting information, e.g. maturity date, average number of seed in the fruit, etc., may also be included on the label.

Class 6 (D 320 6) - Wood Display - The wood display must include wood samples from at least 10 different tree species.

Preparation: Samples may be of any shape, e.g. sections of a board, wood cylinders, turned on a lathe, horizontal or vertical cross sections of a small log with bark attached, etc. Each sample can be not larger than 4 inches by 4 inches by 4 inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional.

Mounting: Samples may be displayed in a variety of ways as long as they are securely mounted and easily viewed. For example, wood samples may be mounted on a display board or displayed in a box or rack. Be as creative as you like.

Labeling: The label on each sample must include:

- 1) common name
- 2) scientific name
- 3) wood type (softwood or hardwood)
- 4) exhibitor's name
- 5) collection date
- 6) collection location (be specific, including county and other relevant information)

Other supporting information, e.g. common products, density, etc., may also be included on the label.

Class 8 (D 320 8) - Cross Section - Display a disc cut from a tree, including bark, that measures 1 to 3 inches thick and 6 to 12 inches in diameter. The bark should be firmly attached, which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be seen. The disc may be treated with a clear finish, but treat both sides to minimize warping. Some cracking or checking can be expected and is allowed.

Labeling: Label the following parts clearly and precisely on the disc with pins, paper tags, etc.

- a) pith
- b) heartwood
- c) sapwood
- d) one growth ring
- e) cambium
- f) bark

A separate label attached to the back of the disc must include:

- 1) common name
- 2) scientific name
- 3) wood type (softwood or hardwood)
- 4) age (of the cross section)
- 5) exhibitor's name
- 6) collection location (be specific, including county and other relevant information)

NOTE: The diagram in the Tree ID manual (4-H332) is not accurate. Please consult Trees of Nebraska (EC92-1774-x) or other references, or contact the Superintendent for correct labeling information.

Class 9 (D 320 9) - Parts Of A Tree - This project is ONLY for ages 8-11. Prepare a poster, no larger than 24 inches x 24 inches that identifies at least six parts of a tree, e.g. the trunk, leaves, roots, fruit, flowers, buds, xylem, phloem, bark, cambium, annual rings, etc. Clearly label the parts on the poster.

Attach a separate label on the back of the poster that includes the exhibitor's name and age.

Class 10 (D 320 10) - Living Tree - Display a live tree seedling grown by the exhibitor from seed in the display container. The seedling must be 60 days to 1 year old (on State Fair judging day). The container must contain at least 8 inches of soil (potting mix or suitable natural soil), have drainage holes, and a drain pan to catch drainage water.

Labeling: - The waterproof label must be attached and include:

- 1) common name
- 2) scientific name

- 3) seed treatments (if any)
- 4) planting date
- 5) date of emergence date
- 6) exhibitor's name

Other supporting information, e.g. where the seed was collected, growth measurements, uses for that species, etc., may be included on the label or in an attached notebook, poster, etc. Supporting information will be an important factor in judging.

Class 900 (D 320 900) - Other

PREMIUMS:

Purple - \$1.25	Blue - \$1.00
Red - \$.75	White - \$.50

ENVIRONMENTAL EDUCATION/EARTH SCIENCE

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DEPARTMENT D CONSERVATION & WILDLIFE

GENERAL INFORMATION

Dare to do better than you've ever done before.

A. **WHAT YOU DID & LEARNED** - All exhibitors are encouraged to show evidence of their personal field experiences, study, or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.

B. **PROPER CREDIT** - Show proper credit for the sources of plans or other supporting information used in exhibits.

C. **WHOSE EXHIBIT?** - the exhibitor's name, address and parent's or guardian's name must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.

D. **WILDLIFE & WILDLIFE LAWS** - "Animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not allow collection of bird nests, eggs, or any of their parts.

E. **ENTRIES PER INDIVIDUAL** - Each individual is limited to one exhibit per class at county fair. 4 exhibits total (each in a different class) at state fair. F. **PROJECT MATERIALS** - Related project booklets include Bird Behavior, (EC59381) Fishing For Adventure Project Manuals, Wildlife Conservation (4-H 125), and Wildlife Habitat Evaluation Handbook, Participants Manual (NE 4H3000).

G. **BOARD AND POSTER EXHIBITS** - These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on 1/4" plywood, masonite or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 by 28 inches) but half size, 22 by 14 inches, is recommended. Poster exhibits normally will be stapled in the corners for fair display and to prevent their blowing in the wind.

H. **SCORING** - Sample score sheets are available at your county extension office and on the UNL 4-H web page (<http://4h.unl.edu>)

CONSERVATION AND WILDLIFE

DIVISION 340 - WILDLIFE AND HOW THEY LIVE

CLASSES

Class 1 (D 340 1) - Mammal Display

Class 2 (D 340 2) - Bird Display

Class 3 (D 340 3) - Fish Display

Class 4 (D 340 4) - Wildlife Display

Classes 1 - 4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation, restoration, or management. Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife study methods; wildlife behavior (example: when nesting, finding food, moving, etc.); habitats (examples: grasslands, wetlands, river or stream corridors) and what wildlife is found there; habitat needs for a specific kind of wildlife. For more ideas, refer to project booklets.

Class 5 (D 340 5) - Wildlife Connections - Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people or with their habitat.

Examples: 1) Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow. 2) Show the role of predators, scavengers, insect eaters, or others in nature. 3) Show how wildlife numbers (populations) change through the year or with their habitat. 4) Show predation, competition, or other behavioral interactions of wildlife, 5) choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw. 6) For more ideas refer to project booklets.

Class 6 (D 340 6) - Wildlife Tracks - Board or diorama-type box exhibit. Make a display of animal tracks using plaster-or-Paris casts. There are two options. For both options, include a brief description of your experiences in making the tracks so the judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred.

1) Option 1 should show plaster-of-Paris tracks of five or more kinds of wildlife with a picture or illustration of the animal, (OR) 2) Option 2 should show two or more plaster-of-Paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal.

Class 7 (D 340 7) - Wildlife Knowledge Check - Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and shape to fit transportation and display; maximum size 24 x 24 inches. Example: prepare a list of animals and questions about where each would most likely live. Rabbits - brushy areas along field borders, ducks-marshes, etc.

Class 8 (D 340 8) - Wildlife Diorama - Box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: show a large unbroken grassland or prairie for area-sensitive species such as meadow larks, greater prairie-chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.

Class 9 (D 340 9) - Wildlife Essay - Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing. For other ideas, refer to project booklets.

The essay should be between 100 and 1000 words long and should be typed, double spaced, or written so that it can be easily read. Standard size paper (8 ½ x 11) format is preferred. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.

Class 10 (D 340 10) - Wildlife Values Scrapbook - Make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in the Wildlife Conservation project booklet (4-H 125).

Class 11 (D 340 11) - Wildlife Arts -

The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel.

All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

Class 900 (D 340 900) - Other

PREMIUMS:

Purple - \$2.00	Blue: - \$1.75
Red: - \$1.50	White - \$.75

**CONSERVATION AND WILDLIFE
DIVISION 342 - WILDLIFE HABITAT
CLASSES**

Class 1 (D 342 1) - Houses - Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn own, etc.) or bat house; no insect houses. Make the house functional so that dimensions, hole size, etc. are appropriate to fit the intended species' needs. Include the following information: 1) the kinds of animal(s) for which the house is intended, 2) where and how the house should be located for best use, and 3) any seasonal maintenance needed. Tips: Check NebGuide on bird houses and shelves.

Class 2 (D 342 2) - Feeders/Waters - Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Indicate the kinds of animals(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information:

- 1) where and how the feeder or waterer should be located for best use and
- 2) how it should be maintained. Tips: Check NebGuide on feeding birds.

Class 3 (D 342 3)- Wildlife Habitat Design - Board or poster exhibit. Choose a backyard, acreage, or farm, and design a habitat plan to meet the feed, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one. For ideas, check, the Wildlife Habitat Evaluation Handbook, Participant's Manual (NE 4H4300).

Class 900 (D 342 900) - Other

PREMIUMS:

Purple - \$2.00	Blue - \$1.75
Red - \$1.50	White - \$.75

**CONSERVATION & WILDLIFE
DIVISION 343 -
HARVESTING EQUIPMENT
CLASSES**

Class 1 (D 343 1) - Fish Harvesting Equipment Board exhibit - Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where each item is used in relation to other equipment, and 3) any personal experience you've had with the item(s).

Class 2 (D 343 2) - Build A Fishing Rod - Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. For fair exhibit, follow guidelines

in the Fishing For Adventure-Cast into the Future, which can be found at <http://4-hcurriculum.org/catalog.aspx?cid=185&c=Fishing>.

Class 3 (D 343 3) - Casting Target - Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing For Adventure Manuals.

Class 4 (D 343 4) - Wildlife Harvesting

Equipment - Board Exhibit - Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where it is used in relation to other equipment, and 3) any personal experiences you've had with the item(s).

Class 900 (D 343 900) - Other

PREMIUMS:

Purple - \$2.00	Blue - \$1.75
Red - \$1.50	White - \$.75

CONSERVATION AND WILDLIFE

DIVISION 346 - TAXIDERMY

CLASSES

Class 1 (D 346 1) - Tanned Hides or Taxidermy - Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information:
1) the animal's name and
2) information about the exhibitor's personal field experience, study or observations that relate to the exhibit.

Class 900 (D 346 900) - Other

PREMIUMS:

Purple - \$2.00	Blue - \$1.75
Red - \$1.50	White - \$.75

CONSERVATION AND WILDLIFE DIVISION OTHER NATURAL RESOURCES

This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into other categories. Entries must be appropriate for fair display and no larger than 24' x24'. All entries must include a title and should be clear (a brief explanation or other method) about the intended purpose or message - what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.

CLASSES

Class 1 (D 361 1) - Design Your Own Exhibit In Natural Resources, Conservation OR Ecology

PREMIUMS:

Purple: \$2.00	Blue: \$1.75
Red: \$1.50	White: \$.75

CONSERVATION AND WILDLIFE

DIVISION 347 - BIRD BEHAVIOR

CLASSES

Class 900 (D 347 900) - Activity One

Class 902 (D 347 901) - Activity Two

Class 902 (D 347 902) - Activity Three

Class 903 (D 347 903) - Activity Four

PREMIUMS:

Purple: \$1.00	Blue: \$.75
Red: \$.50	White: \$.35

DEPARTMENT G - CROP PRODUCTION

Dress Code - 4-H'ers will wear blue jeans, white shirt, or blouse that is long enough to be tucked in with a 4-H emblem. A 4-H tee shirt with sleeves, a 4-H emblem on the pocket or blouse front or a 4-H arm band will be acceptable. Hard soled shoes or boots must be worn for all the 4-H livestock shows. No hats or other headgear

except for western hats during the horse show.

This year this attire will be the policy for interview judging, livestock shows, livestock auction, and award ceremonies. Shooting Sports will wear their attire for their events and awards.

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The purpose of these exhibits is to

demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection.

For guidelines on specific projects, refer to appropriate project manuals.

DIVISION 750 - CROP PRODUCTION - FIELD CROPS

A. **IMPORTANT:** A two page (maximum) essay must accompany grain and plant exhibits. The essay must include the exhibitors name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type and weather effects. **The essay also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis.** Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.) any observations made during the growing season, and what you learned from your crops project. The essay counts as 50% of the total when judged. Essay must be the original work of the individual exhibitor.

Attach the essay to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the essay, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit. Refer to Scoresheet SF259.

B. Grain exhibits must be ne gallon per sample. Grain exhibits harvested in the fall (e.g., corn or soybeans) may be from the previous year's project.

STATE: Display containers will be furnished.

C. D. Plant exhibits, with the exception of ears of corn, must be the result of the current year's project.

* Corn 10 ears or 3 stalks (cut at ground level with no roots or soil and bound together)

* Grain Sorghum - 4 stalks (cut at ground level and bound together)

* Soybeans - 6 stalks (cut at ground level and bound together)

* Small grains (oats, barley, wheat, triticale) sheaf of heads 2 inches in diameter at top tie with stems about 24" long.

* Other crops (alfalfa, millet, etc.) - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.

CLASSES:

G-750-001 - Corn (includes yellow, white, pop, waxy, or any other type)

G-750-002 - Soybeans

G-750-003 - Oats

G-750-004 Wheat

G-750-005 - Any other crop (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

Division 750 - Displays

A. The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 24" wide by 24" tall on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Consider creativity and neatness.

B. Each display must have a one page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

G-750-006 - Crop Production Display - The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, etc.

G-750-007 - Crop Technology Display - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding ,GPS, yield mapping, computers, etc.

G-750-008 - Crop End Use Display - Display information about the uses for a crop such as food, feed, fuel, or other products.

G-750-009 - Water or Soil Display - Display information about water or soils, such as how soils are being used for crop production, range conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.

G-750-010 - Career Interview Display - The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview 1 person that works with crops about such topics as, what parts of their job do they enjoy or dislike, why did they choose that career, what was their education, etc. Include a picture of the person interviewed.

G-750-900 - Other

PREMIUMS:

Purple - \$1.25 Blue - \$1.00

Red - \$.75 White - \$.50

WEED SCIENCE

DIVISION 751 - WEED SCIENCE

A. Any individual in the Conservation, Environment 1,2 or 3, Range, Reading the Range 1 or Using Nebraska Range 2, or Crop Production, Field Crops project may exhibit a weed book or weed display. The book cover and majority of specimens must represent this year's work. For assistance identifying plants, participants can use Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003)

B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements.

Refer to Scoresheet SF261.

Division 751 Books

C. Display one plant on the book cover (no label required on cover specimen). Plants must be mounted on sheets that are no larger than 12" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet. 1. Scientific name (in italic or underlined), with authority, 2. Common name, 3: County of collection, 4. Collection date, 5. Collector's name, 6. Collection number, indicating order that plants were collected, 7. Other information depending on class selected, i.d. noxious, life form. This information should be typed or printed neatly.

EXAMPLE:

Scientific name: *Abutilon theophrasti* Medik.

Common Name: Velvetleaf

County of collection: Hall County

Collection Date: 6 Jul 2011

Collector's name: Dan D. Lion

Collection number: 3

Life cycle: Annual

Division 751

CLASSES

G-751-001 - Weed Identification Book - A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada thistle, must thistle, plumeless thistle, saltcedar,

leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, or phragmites), and at least five weeds that are a problem primarily in lawns.

G-751-002 - Life Span Book- A collection of 6 perennials, 1 biennial, and 6 annual weeds.

Division 751 - Displays

The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 24" x 24" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor name, address, and county on back side. Explain pictures and graphs clearly and concisely. **Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from their project.**

Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

G-751-003 - Weeds Display - The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide resistant weeds, what makes a weed a weed, or uses for weeds.

G-751-900 - Other

PREMIUMS:

Purple - \$1.25 Blue - \$1.00

Red - \$.75 White - \$.50

DEPARTMENT D - RANGE MANAGEMENT

Dress Code - 4-H'ers will wear blue jeans, white shirt, or blouse that is long enough to be tucked in with a 4-H emblem. A 4-H tee shirt with sleeves, a 4-H emblem on the pocket or blouse front or a 4-H arm band will be acceptable. Hard soled shoes or boots must be worn for all the 4-H livestock shows. No hats or other headgear except for western hats during the horse show.

This year this attire will be the policy for interview judging, livestock shows, livestock auction, and award ceremonies. Shooting Sports will wear their attire for their events and awards.

Failure to comply with this policy will result in loss of premium money and awards. Superintendents and fairboard members will enforce this policy.

A. Individuals in Reading the Range Unit 1 project may exhibit in Classes 1-5, and 8.

B. Individuals in the Using Nebraska Range Unit 2 project may exhibit in Classes 1-8.

C. Each exhibit must be properly identified with Unit and Class. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Refer to Scoresheet SF 260. All plant displays and display covers must be the result of the current year's work.

Division 330, Books

For books, plants must be mounted on sheets that are no larger than 12" wide by 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root as well as stem and leaf tissue. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet.

EXAMPLE:

PLANTS OF NEBRASKA

Scientific name: Schizachyrium scoparium (Michx.) Nash

Common name: Little bluestem

County of collection: Hall County

Collection date: 6 August 2011

Collector's name: Joe Smith

Collection number: 3

Value and Importance: Livestock Forage: High, Wildlife Habitat: High, Wildlife Food: Medium

DIVISION 330 - RANGE MANAGEMENT CLASSES

D-330-001 - Value and importance for Livestock Forage and Wildlife Habitat and Food Book - A collection of 12 different plants, with 4 classified as high value, 4 as medium value, and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the

Range Judging Handbook and Contest Guide (EC150, Revised July 2009) on pages 3 through 6. Plants can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium, and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.

D-330-002 - Life Span Book- A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.

D-330-003 - Growth Season Book - A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.

D-330-004 - Origin Book - A collection of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.

D-330-005 - Major Types of Range Plants Book - A collection plant mounts of 3 grasses, 3 forbs, 3 grass-like and 3 shrubs.

Division 330 - Boards

Display boards should be 30" wide by 36" tall or if hinged in the middle a maximum of 60" wide by 36" tall. Display boards should be adequately labeled.

D-330-006 - Range Plant Board - Will include 25 range forage species important to a particular county.

D-330-007 - Special Study Board - A display of the results of a clipping study, a degree of use study or a range site study, etc..

D-330-008 - Junior Rancher Board - This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management

D-330-900 - Other

PREMIUMS:

Purple - \$1.25

Blue - \$1.00

Red - \$.75

White - \$.50