

Judging Livestock

Boys should provide themselves with note books

Since this is the beginning of the shortcourse work in stock judging, special emphasis should be placed upon the methods of acquiring a correct knowledge of an animal form.

I. Introduction

A - Qualities of a good stock judge.

- a - Perception.

- 1. He must see the animal in detail.

- 2. " " " " " " general. - Symmetry.

b Judgments in "balancing" points.

- 1. One animal is good in front, and, but poor behind, and vice versa.

- 2. One animal has a good body but poor at the ground, another coarse, another, smooth but light in bone etc etc.

- c - Honesty

- 1. The judge must be absolutely fair to the animal he places at the front of the class as well as to animal he places down as well as the animal he places up, at the top. In other words he must not exaggerate the good points of the horse at the head of the line and underestimate the good points of the horse at the foot of the class.

- 2. The true stock judge must see only the animal before him, and not who holds the halter strap.

- d - Painstaking, careful effort.

- e - Self reliance.

- f - Firmness.

- g - Commonsense.

{ Remember always that the man who shows the animal is probably doing the best he can. Don't

discourage, but help him to improve.
To do this requires tact and patience
self control and patience.

- B- Ignorance of instruction ~~along~~ in Stock Judging.
- a- Diversity of types of line stock found in each community.
 - b- Variations in prices in all kinds of meat animals
 - c- " " " " horses
 - d- Country boys know ~~very~~ little about stock judging.
 1. No one has taught them
 2. Father does the buying and selling and does not take the boy into his confidence. Consequently the boy is obliged to learn by experience in the same way ^{as his} father did.
- (~~not~~ In order to prove that to you know what you are talking about, invite some boy in the audience under 21 years of age to come down and point out the common unsoundnesses in a horse. ~~Extend the~~ After the boys have had a trial extend your invitation to the older people present. ~~exact~~ This should place you on a good footing with the class, and you are ready now to begin the class work.)

II Body Judging Draft Horses

A - Soundness

- a- Commonly called hereditary
 - 1- Eyes. (discussion of common defects.)
 - 2- Mouth - examination of teeth illustrated by drawings

3 - Horse

- 3 - Side bone
- 4 Ring bone
- 5 - Bone spavin
- 6 Bog spavin
7. Thorough pin
- 8 Curb
9. Wind
10. Splint (when it lames the horse)

-A- Due to accident

1. Poll evil
- 2 - Fistula
- 3 - Hip down
- 4 - Sweeney
- 5 - Stringhalt

B - Size

- a - As a factor on the Chicago market.
 - 1. Quotations from stock reports showing prices paid for different weights.
- b ~~As~~ As a factor in heavy dray work on rough streets
- c Market pays a premium for weight, and the breeder must conform to the demands of the market. The consumer determines the type of horse we shall raise.

-C- Conformation

- a Detailed description as outlined in score card.
- b General points to be observed.
 - 1 Short top line { Sloping shoulder and long rib gives a short top line, and long bottom line.
 - 2 Long underline
 - 3 Legs placed squarely under the animal with plenty of bone, along with good feet to carry the horse.
 - 4. ~~Also~~ In a colt, a large head, large joints, large bone, and a rather gawky appearance is usually an indication that the colt will make a big horse.

- D - Constitution

- a - Deep full chest, large heart girth.
- b - Deep ^{well sprung} rib, full flank (good bread basket)
- c - General appearance of vigor as indicated by coat of hair, eyes etc etc.

- E - Quality (has reference to the material in the animal)

- a - Outside indications.

- 1 - Clean limbs, lack of gumminess or meatiness about the joints.
- 2 - Broad flat cordy legs, skin of medium thickness ^{velvety} and ^{pliable} tightly drawn over ^{leg} skin.
- 3 - Lack of meatiness about the head, ~~general~~
- 4 - General appearance of durability.

F. Action

- a - Straight, with out winging or paddling ^{in front} or going wide or narrow at the hocks.
- b - Strong and ponderous with good reach especially at the walk as differentiated from the comparatively short choppy stride of the ~~chrome~~ light horse.

- G - Breed type, Sex characteristics

- H - Breed type.

note. Class should now come down and look the horse over carefully, ~~the horse~~ after which the horse should ~~then~~ be moved at the walk and trot ~~and then~~. The class should then be ~~seated~~ seated and the weak and strong points of the horse carefully pointed out.

III - Summary - Groups the points together - 2-3

- A Soundness
- B Constitution

III Summary - Group the points together.
~~This is new~~ - This is effective from the
standpoint of teaching.

- A - ¹⁻²⁻³ Soundness
- B - Conformation
- C - Constitution
- D - Quality,
- E - Action
- F - Sex Characteristic
- G - Breed type (in case of pure bred horses)

-1- 2nd Lecture on horses [Chas. 4 or 5 horses in the ring]

A- Review.

- a- Ask some student ^{to} ~~come down~~ and locate the exact places ^{where} ~~that~~ the different unsoundnesses appear. If he can't do it, call on another and another. Emphasize the necessity of getting down to business and learning these different points.
- ~~-b- Ask another student to ~~discuss~~ the value of size in draft horses~~
- b- Other questions, ^{size} Conformation, quality, Constitution, action, Sex characteristics, breed type. Ask questions in the same way as for soundness.
- c- Question - name 5 points to look for in choosing a draft horse - [Chas. Soundness, size, conformation, quality, constitution, action etc.]
- d- Review, briefly the general make up of ~~animal~~ the draft horse you would choose. Group the essential characteristics, such as a short top line ^{and} long bottom line, which is merely another way of saying that a horse has a sloping shoulder and a long hip. # Emphasize a well sprung rib, strong coupling, heavy muscle, good clean bone and legs set squarely under the animal, on strong well formed feet. Define quality, constitution and action.

B- Explain the placing cards carefully, and insist on individual work.

-2-

2nd lecture on horses (continued)

- C- - Divide the class into two sections. Send the first section to farther ~~side~~^{end} of the road or street on which you wish to exercise the horses. ~~Therefore~~ This division of the class should be done in an orderly manner. The first section should get outside the building before the second section rises from their seats. Do not lose control of the class.
- D- After the horses have been moved at the walk and trot they ~~may~~ should be returned to the building and each student should fill out a ~~card~~ card giving his placings and reasons for the same.
- after calling on ^{The cards are now gathered up and} ~~a number of the class for reasons~~ the judge in charge will give his placings and the reasons for the same.

Case

note - The method of handling a class of horses, ^{for shortcourse students} has been described here in some detail, because, in the main, it explains the method of handling all classes of livestock.