

- Class 266 Sage (5)
 Class 267 Thyme (5)
 Class 268 Any Other Herb (5) Do not duplicate entries in Classes 260-267.
 Class 269 4-H Herb Garden Collection: Display of 5 different cut herbs. Herbs are to be cut, not potted. Each herb in the collection should be exhibited with the number specified for Classes 260-268. Display in a box or other holder not more than 18" in any dimension. (Boxes may not be returned from State Fair.) Do not duplicate entries in Classes 260-268 with any in the Herb Garden Collection.

FRUITS

GENERAL INFORMATION [Scoresheet SF108]

- Fruits will be judged using the same general criteria used for vegetables. Fruit will be judged for the stage of maturity normal for that season and growing location. Emphasis will be placed on how well fruit approaches market quality.

ENTRY LIMIT: An exhibitor may enter a maximum of THREE different classes, one entry per person per class, in classes 280-287, 901.

- Class 280 Strawberries (1 pint) (*everbearers*)
 Class 281 Grapes (2 bunches)
 Class 282 Apples (5)
 Class 283 Pears (5)
 Class 284 Wild Plums (1 pint)
 Class 285 Other Small Fruit or Berries (1 pint) Do not duplicate entries in Classes 280-284.
 Class 286 Other Fruits or Nuts (5) Do not duplicate entries in Classes 280-284

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SPECIAL GARDEN PROJECT

The 2024 Special Garden Project is Princess India Nasturtium.

The Special Garden Project changes annually. More information may be found at: <https://4h.unl.edu/special-garden-project>

GENERAL INFORMATION [Scoresheets SF106, SF108-109]:

- Youth experience the opportunity to try growing a new and unusual vegetable or flower each year. The project allows experienced 4-H gardeners to grow something fun and exciting while letting those who are newer to gardening get their feet wet in the horticulture project area with a guided project experience.
- Each year seeds will be mailed to your local extension offices, as ordered by location. A different seed will be selected every year. Youth will grow seeds in their garden or pots.

- Class 1 Special Garden Project [SF109]: Educational exhibit based on what was learned from the project. Present information on a poster 14"x22" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age and county must be on the back of the poster or report cover.
- Class 2 Special Garden Project Fresh Cut Flowers [SF106], Herbs or Harvested Vegetables [SF108]: The current year's Special Garden Project fresh cut flowers, herbs or harvested vegetables should be entered in this class.
- Refer to classes 1-44 for quantity to exhibit if Special Garden Project is a fresh cut flower.
 - Refer to classes 201-252 for quantity to exhibit if Special Garden Project is a vegetable.
 - Flowers and herbs must be cut, not potted.

RANGE GUIDELINES

- Learn the names of range plants; Identify and collect range plants; Explore the basics of range management; Study Nebraska's grassland heritage; Understand plant vigor and the effects of grazing; Identify range sites; Calculate range conditions; Understand stocking rates; Learn the names of range plants; Identify and collect range plants; Explore the basics of range management.
- The purpose of this category is to help 4-H Members identify and collect range plants. In addition, participants will learn the basics of range management, and Nebraska's range. Through the creation of range boards, 4-H Members will become more proficient in knowledge of Nebraska's range.
- All plant displays and display covers must be the result of the current year's work.
- Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, and grass-like plants) can be found in:
 - The Range Judging Handbook and Contest Guide (EC150) <https://extensionpubs.unl.edu/publication/ec150/pdf/view/ec150-2023.pdf>
 - Common Grasses of Nebraska (EC170) <https://extensionpubs.unl.edu/publication/ec170/pdf/view/ec170-2016.pdf>
 - Common Forbs and Shrubs of Nebraska (EC118) <https://extensionpubs.unl.edu/publication/ec118/pdf/view/ec118-2017.pdf>
- 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 the Range project manuals.
- Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hrange>
- Educational resources can be found at: https://4hcurriculum.unl.edu/index.php/main/program_project/116

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RANGE

RANGE BOOKS

GENERAL INFORMATION [Scoresheet SF260]:

- For books, plants must be mounted on sheets that are no larger than 14" 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.
- Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements.
- Each completed mount must have the following information in the lower right corner of the mounting sheet.
 - Scientific names (in italic or underlined) with authority.
 - Common name
 - County of collection
 - Collection date
 - Collector's name
 - Personal collection number indicating order that plants were collected in your personal collection
 - Other information depending on class selected, i.e. value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

- Class 1 Value and Importance for Livestock Forage and Wildlife Habitat and Food Book: A collection of 12 different plant mounts, 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. 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

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plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.

- Class 2 Life Span Book: A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.
- Class 3 Growth Season Book: A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.
- Class 4 Origin Book: A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.
- Class 5 Major Types of Range Plants Book: A collection of plant mounts of 3 grasses, 3 forbs, 3 grass-like and 3 shrubs.
- Class 6 Range Plant Collection Book: A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.

RANGE DISPLAYS

GENERAL INFORMATION [Scoresheet SF259]:

- 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 28" x 28" on plywood or poster board. The display should be neatly titled.
- Label display with exhibitor's name, address, and county on back.

- Class 7 Parts of a Range Plant Poster: Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner, including the scientific and common name of the plant. Put your name and 4-H county on the back of the poster.

RANGE BOARDS

GENERAL INFORMATION [Scoresheet SF260]:

- Boards should be no larger than 30" wide by 36" tall.
- Label boards with exhibitor's name, address, and county on back.

- Class 8 Special Study Board: A display of the results of a clipping study, a degree of use study, range site study, etc. A short essay must accompany the display to explain the reason for the study, what was learned, and study results. This should be placed in a sheet cover attached to the board.
- Class 9 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. A short essay must accompany the display to explain the purpose of the board, what was learned, etc.

DEPT. G / DIV. 751

WEED SCIENCE

WEED SCIENCE GUIDELINES

- 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 projects may exhibit a weed book or weed display. At least 15 of the specimens must represent this year's work. For assistance identifying plants, participants can use the Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).

WEED SCIENCE BOOKS

GENERAL INFORMATION [Scoresheet SF261]:

- Plants must be mounted on sheets that are no larger than 14" 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.

- Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements.
- Each completed mount must have the following information 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. Personal collection number, indicating the order that plants were collected,
 7. Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

- Class 1 Weed Identification Book: A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada Thistle, musk thistle, plumeless thistle, saltcedar, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed, giant knotweed, sericea lespedeza or phragmites) and at least three weeds that are a problem primarily in lawns.

- Class 2 Life Span Book: A collection of 7 perennials, 1 biennial, and 7 annual weeds

WEED SCIENCE DISPLAYS

GENERAL INFORMATION [Scoresheet SF259]:

- 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 28" by 28" on plywood or poster board. The display should be neatly titled. Explain pictures and graphs clearly and concisely.
- Label display with exhibitor's name, address, and county on back.
- 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.

- Class 3 Weed 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.